

Pupil premium strategy statement

Deneholm Primary School



School overview

Detail	Data
School name	Deneholm Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	19.8% 2021-22 24.4% 2022-23 25.5% 2023-24
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 2021 (previously published in September using the first version of the form issued by the DfE in June 2021) Reviewed and revised August 2022 Reviewed and revised August 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Christina Pumfrey Head Teacher
Pupil premium lead	Roxanne Mills
Governor / Trustee lead	Hayley McClenaghan - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,945 2021-22 £139,885 2022-23 £ 154,230 2023-24
Recovery premium funding allocation this academic year	£12,035 2021-22 £14,645 2022-23 N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£154,230

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of QFT has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching good lessons every day is crucial. This is enhanced tutoring for those most affected by the pandemic (lockdowns, partial re-opening, Covid-related absence and requirements to self-isolate).

We are ensuring that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely and largely taught by teaching assistants for the largest proportion of the day.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well and in order to do this we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behavior, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged 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>Outcomes in the core subjects and especially in writing</p> <p>Internal assessments indicate that all core attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap is wider in writing.</p> <p>On entry to Reception class in years 2017-2020, between 61% and 87% of our disadvantaged pupils arrive below age-related expectations compared to 35% - 57% of other pupils.</p>																									
2	<p>Phonics</p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>																									
3	<p>Vocabulary and oral expression</p> <p>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.</p>																									
4	<p>Engagement in wider activities and experience of the wider world</p> <p>Our observations and data analysis indicates that disadvantaged pupils are less likely to participate in paid activities occurring outside of school, are less likely to experience wider cultural events and families are less likely to access opportunities in the community such as "Festival of Culture".</p>																									
5	<p>Gaps in knowledge and understanding of curriculum content</p> <p>Our assessments and observations indicate 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 supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>																									
6	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.49% and 2.5% lower than for non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Sept 2018-July 2019</th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>61</td> <td>95.71</td> <td>2.44</td> <td>1.85</td> </tr> <tr> <td>Not Pupil Premium</td> <td>389</td> <td>96.20</td> <td>2.57</td> <td>1.23</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Sept 2019-July 2020</th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>56</td> <td>94.70</td> <td>3.32</td> <td>1.99</td> </tr> </tbody> </table>	Sept 2018-July 2019	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Pupil Premium	61	95.71	2.44	1.85	Not Pupil Premium	389	96.20	2.57	1.23	Sept 2019-July 2020	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Pupil Premium	56	94.70	3.32	1.99
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Pupil Premium	56	94.70	3.32	1.99																						

	Not Pupil Premium	371	96.06	3.08	0.86
	Sept 2020-July 2021	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
	Pupil Premium	93	94.39	3.67	1.94
	Not Pupil Premium	341	96.89	2.39	0.72

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 and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 show that more than 80% 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 80% 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 from 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 from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1%. • the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 2% lower than their peers (taking into account the SEN multiple disadvantaged factor).

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: £42,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To consolidate Read, Write Inc as our phonics programme in KS1 through intensive training and support by a nationally recognised expert trainer- a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>To introduce the Fresh Start programme in KS2 where children have not mastered phonics and decoding securely by the end of KS1 through intensive training and support by a nationally recognised expert consultant.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>To consolidate and fully embed the Talk for Writing approach introduced in 2022-23 so that the teaching of writing is consistent and effective across the school to ensure that gaps in knowledge are filled and quality first teaching is consistent across the whole school for every child.</p>	<p>Standardised tests linked to a carefully progressive curriculum 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Further develop and embed a “News” project with the introduction of News Ambassadors which is used by all class teachers regularly to develop</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>2</p>

<p>language skills and wider understanding of the world. This will directly impact on reading outcomes at the end of KS2.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance especially focused on disadvantaged children who should be achieving greater depth.</p> <p>We will continue to use with the Maths Hub resources and associated CPD and develop GDS provision whilst remaining true to the Abacus programme to ensure that there are not gaps in pupils' learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p>
<p>To further develop QFT of teachers who are new to the school through the deployment of an advisory teacher for teaching and learning to develop their craft.</p>	<p>The Department for Children, Schools and Families, in Personalised Learning: A Practical Guide, says that QFT:</p> <p><i>'... demands 100% participation from the pupils, and sets high and realistic challenges. It does not 'spoon feed', it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.'</i></p> <p>On page 12, the guide summarises the key characteristics of QFT as:</p> <ul style="list-style-type: none"> • Highly focused lesson design with sharp learning objectives • High demands of pupil involvement and engagement with their learning • High levels of interaction for all pupils • Appropriate use of questioning, modelling and explaining on the part of the teacher • An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups • An expectation that pupils will accept responsibility for their own learning and work independently • Regular use of encouragement and authentic praise to engage and motivate pupils 	<p>1,2,3,5</p>

Targeted academic support

Budgeted cost: £76,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In years 1-6 ensure tightly targeted intervention groups for reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations in phonics/R, W and M</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 and in small groups.</p> <p>For tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3, 5</p>
<p>Consolidate the R, W Inc 1-2-1 phonics teaching and introduce Fresh Start sessions for children who are not meeting the standard at each assessment point</p>	<p>As above.</p>	<p>1,2,3,5</p>
<p>Senior leadership teaching in years 5 and 6 on a daily basis to provide high quality teaching and targeted support for those who are not yet ARE.</p> <p>This also sets the tone and highlights the agenda of the importance of our impact on disadvantaged children.</p>	<p>Tuition can be expensive to deliver, particularly when delivered by teachers however, we recognise that there is a need for teachers to teach the most vulnerable learners most of the time.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 5</p>
<p>To use sport and PE to engage those PP children who are disaffected through additional PE</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. We recognise the impact this has had</p>	<p>6</p>

<p>teacher mentoring and support (where relationships are already positive and trust established).</p>	<p>previously especially on our most disadvantaged and vulnerable learners.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£77,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The cultural capital offer is targeted to ensure good engagement/take up by PP children. This includes Trail Blazer (Royal Opera House), trips and clubs offer free after school.</p> <p>This is to be strategically mapped across all year groups and take up tracked.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4,6
<p>Children's University to be continued as a wider attainment strategy. 75 children graduated from the programme in 2021-22. 82 children graduated in 2022-23.</p>	<p>The Education Endowment Foundation has Children's University listed as a promising project; the focus on activities beyond the classroom is a great fit for Ofsted's new focus on character development; and the digital platform, Children's University Online, can support our school with skills development and reporting against the Gatsby Benchmarks.</p> <p>Children's University (CU) aims to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day, such as after-school clubs, visits to universities and museums, and 'social action' opportunities such as volunteering in the community.</p> <p>EEF funded this project to test whether extra-curricular activities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working.</p> <p>This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small</p>	4,6

	<p>improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations.</p> <p>Children's University EEF (educationendowmentfoundation.org.uk)</p>	
<p>Increasing the opportunities for wider competitive sports and clubs ensuring that PP children are invited and encouraged to participate/attend This is to include the use of outside providers to wider the offer but will be free at the point of access for all children.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,6
<p>Positive activities for 6 weeks of the school holiday periods offered free of charge to PP children.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,6
<p>To continue to implement the DfE's 'Working together to improve school attendance'. This will involve continued training and release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred in line with the new DfE guidance on managing attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Half termly whole staff focus on PP pupils to review current position and revise actions/approaches as needed.</p>	<p>Keeping staff regularly focused on the priority has a significant impact on the outcomes for disadvantaged children.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p>	1,2,3,5
<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: £154,230

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 2022 to 2023 academic year.

Our internal and external assessments during 2022/23 indicate that our strategy has had considerable demonstrable impact during its second year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

Our Children's University Programme saw 75 children graduate in 2021-22 with 25% being PP pupils. In 2022-23, we aimed to increase this by 10% and we achieved 32% of children graduating being PP.

In our reception phase, 81.5% of pupils achieved the GLD (11.7%% above NCER national average). For our disadvantaged pupils, the GLD outcome was 100% which was 48% above NCER national for PP. Our new and experienced EYFS year lead and the acting deputy leading on early literacy had a significant impact on these outcomes.

Our phonics check outcomes show excellent outcomes for PP pupils relative to their non-PP peers and the national and LA data. 100% of our PP pupils met the expected standard in 2023 compared to 95.3% of other pupils in year 1. In year 2, only a single PP pupil did not pass the re-check and this is a child with an EHCP and significant additional learning needs. Our determination to move to Read, Write Inc phonics for 2022-23 to address the historic underperformance being extremely well-led by our then acting, now substantive deputy, has paid huge dividends for all of our pupils and especially those who are disadvantaged.

Outcomes in KS1 reflect the continued impact of our PP Strategy (2021-25) with outcomes for our PP pupils reflecting increasingly well compared to both LA and NCER national averages. The gap has continued to close in 2022-23 except in writing which is a priority for our 2023-24 strand of our PP strategy with focused teaching and intervention for the children as they move into year 3.

PP children in year 2		Deneholm Primary School (2462)		NCER National	
Subject	Level	2022	2023	2022	2023
Reading	≥EXS	58.8%	66.7%	51.6%	54.0%
	GDS	5.9%	13.3%	8.3%	9.1%
Writing	≥EXS	47.1%	33.3%	41.4%	44.6%
	GDS	5.9%	0.0%	3.1%	3.4%
Maths	≥EXS	58.8%	73.3%	52.2%	56.0%

		GDS		6.8%		7.8%	
Other children in year 2		Deneholm Primary School (2462)		NCER National			
Subject	Level	2022	2023	2022	2023		
Reading	≥EXS	76.7%	85.7%	72.5%	72.6%		
	GDS	27.9%	35.7%	20.4%	21.7%		
Writing	≥EXS	62.8%	66.7%	62.9%	64.8%		
	GDS	16.3%	21.4%	11.3%	9.7%		
Maths	≥EXS	76.7%	85.7%	73.3%	74.8%		
	GDS	20.9%	26.2%	18.8%	18.9%		

In 2022-23 at KS2, the impact of the three strands of our strategy is clear with outcomes for PP pupils being strong and reflecting our intensive focus to ensure that our most vulnerable pupils achieve well and are secondary ready.

In addition, 66.7% of our PP pupils with SEN achieved the combined standard which is 4 times the national average.

PP Pupils		Cohort	Values (& YoY* vs Self)			Trend
Establishment	Indicator	2023	2019	2022	2023	Viz.
Deneholm Primary School 2462	Reading ≥ Exp. Std.	16	72.7% -	63.6% -9.1% pts	87.5% +23.9% pts	
	Writing TA ≥ EXS	16	81.8% -	63.6% -18.2% pts	87.5% +23.9% pts	
	Maths ≥ Exp. Std.	16	77.3% -	63.6% -13.7% pts	87.5% +23.9% pts	
	RWM ≥ Exp. Std.	16	68.2% -	54.5% -13.7% pts	75.0% +20.5% pts	
	Reading Avg. SS	15	102.6 -	105.1 +2.5pts	104.8 -0.3pts	
	Maths Avg. SS	15	104.2 -	103.6 -0.6pts	104.8 +1.2pts	
	Reading Avg. Prog. Scr.	14	-2.88 -	-2.85 +0.03pts	1.48 +4.33pts	
	Writing Avg. Prog. Scr.	15	-1.71 -	-2.77 -1.06pts	2.75 +5.52pts	
Maths Avg. Prog. Scr.	14	-2.44 -	-2.74 -0.30pts	2.18 +4.92pts		

Other Pupils

Trend

Establishment	Indicator	2023	2019	2022	2023	Viz.
Deneholm Primary School	Reading ≥ Exp. Std.	44	80.0% -	83.7% +3.7% pts	93.2% +9.5% pts	
	Writing TA ≥ EXS	44	80.0% -	87.8% +7.8% pts	90.9% +3.1% pts	
	Maths ≥ Exp. Std.	44	85.7% -	85.7% 0.0% pts	93.2% +7.5% pts	
	RWM ≥ Exp. Std.	44	77.1% -	77.6% +0.5% pts	86.4% +8.8% pts	
	Reading Avg. SS	44	106.0 -	107.0 +0.9pts	107.3 +0.4pts	
	Maths Avg. SS	44	106.8 -	106.2 -0.6pts	106.1 -0.1pts	
	Reading Avg. Prog. Scr.	43	-1.26 -	1.64 +2.90pts	2.49 +0.85pts	
	Writing Avg. Prog. Scr.	43	-0.95 -	2.81 +3.75pts	2.89 +0.09pts	
Maths Avg. Prog. Scr.	43	-1.48 -	1.99 +3.48pts	1.98 -0.01pts		

Our assessments and observations indicated 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 have focused on teaching our PSHE programme with fidelity and to supplement it with an increasingly wide curriculum offer including trips now that these are possible again. Our tracking data for behaviour shows that it is good for all groups and the school is a positive and happy place to be. We will continue to provide additional and targeted support for those who are most vulnerable and this includes our SEMH interventions both “in house” and from external counsellors and play therapists.

Our priority regarding attendance and persistent absence has had some further success. However, this remains a clear and important priority for 2023-24 with the continued implementation of the DfE’s new ‘Working together to improve school attendance’. We have secured the support of the LA’s most senior EWO who will continue to work with us termly throughout 2023-24.

Cohort	Attendance %		% PA (below 90%)	
	2021-22	2022-23	2021-22	2022-23
Other	94.2	94.6	17.7	13.2
PP	90.9	91.0	38.6	28.8

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:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- We have utilised the DfE's training grant to train a senior mental health lead and will focus on better meeting the mental health needs of our pupils in 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 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.