

## Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Meadowside Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	19.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021/2022 to 2023/2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Josie Garnham, Executive Headteacher
Pupil premium lead	Mia Lewis, Head of School
Governor / Trustee lead	Kirsty Blake Inclusion and PP Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-23	68 PP £95,740 2 Service pupils- £670 1 x PLAC -£2530 Total £98,940
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£108,945</b>

## 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 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	Assessments, observations, and discussions with pupils indicate under-developed 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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on attainment and progress in reading.
3	Teacher and summative assessment indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  At the end of Reception class in academic year 2022/23, 25% of our disadvantaged pupils achieved ELG in writing compared to 61% of other pupils. This gap remains steady across the whole school.
4	Our assessments and observations indicate that the education and well-being 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.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments (including Happiness survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to resilience, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Financial hardship for children eligible for Pupil premium limits access to learning opportunities outside the classroom

## 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 on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that 73% or more of disadvantaged pupils meet the expected standard (in line with National July 2023).
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that 71% or more of disadvantaged pupils meet the expected standard (in line with National July 2023).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## Activity in this academic year

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

### Developing High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,211.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Rising Star Maths, Reading and SPAG).</p> <p>Training for staff to ensure assessments are interpreted and administered 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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Data Lead and Staff training</p> <p><b>Cost- £1,975.01</b></p>	<p>1, 2, 3, 4</p>
<p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</p>	<p>Our Teaching and Learning Toolkit summarises the best available evidence on a variety of teaching and learning approaches, explaining their average impact, cost, and key considerations when putting them into practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. Our Cognitive Science in the Classroom: A Review of the Evidence provides an accessible summary.</p>	

	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</a></p> <ul style="list-style-type: none"> <li>• Oral language interventions</li> <li>• Meta-cognition and self-regulation</li> <li>• Feedback</li> <li>• Collaborative learning</li> <li>• Behaviour interventions</li> </ul>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>• Speech therapist support in school.</li> <li>• EYFS and KS1- Chatterways Interventions</li> <li>• KS2- Reading/Comprehension/ Fresh Start</li> <li>• Books purchased with a focus on developing oracy across all subjects within the curriculum</li> </ul> <p><b>Cost: £1,200</b></p>	1
<p>Purchase programme <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure strong 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 (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>New phonic resources Teaching group in Years 3 and 4 Oxford Owl website</p>	2

	<p>RWI Spelling Programme and resources</p> <p>Staff CPD</p> <p><b>Total Cost £6,101.98</b></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="http://www.eef.org.uk/educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Staff CPD</p> <p>ELSA</p> <p>Staff training Solihull Approach</p> <p>Team Teach training</p> <p>Jogo support</p> <p>Tea and Toast</p> <p>CBT sessions</p> <p>Inclusion Assistant support</p> <p><b>Cost £26,935</b></p>	<p>4,5</p>

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

Budgeted cost: **£32,722.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>To buy in Speak About language development programme and train staff (where needed) in delivering it across the EYFS and extend to KS1 and 2 where necessary.</p> <p><b>Cost £750.00</b></p>	<p>1, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>To establish small group interventions to narrow gaps in phonic knowledge in EYFS, KS1 and Years 3-5.</p> <p>Bluehills interventions costs</p> <p>Writing Lead-% of salary</p> <p>Coaching and mentoring sessions for staff from Phonics Lead</p>	<p>2</p>



<p>Engaging with the National Tutoring Programme to provide tuition, 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.</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><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Funded from NTP- £4,522.50 Top up cost from PP- £9,720</p> <p><b>Total Cost- £14,242.50</b></p>	<p>1,3, 4</p>
<p>Targeted support where needed with vulnerable pupils during lessons to support well-being and bespoke small group or 1:1 intervention.</p>	<p>Inclusion Assistant staff support -class drop-ins.</p> <p>Resources for Sensory breaks</p> <p>Sensory pathways – playground /wall markings.</p> <p>Resources</p> <p>Inclusion Assistant salary</p> <p><b>Cost: £2,000</b></p>	<p>5</p>
<p>Targeted well-being/SEMH interventions, including tea and toast</p>	<p>Tea and Toast Cost-Food Resources £500</p> <p>% of DS salary</p> <p>ELSA-PM % salary £</p> <p>Anxiety management</p> <p>Self-esteem</p> <p>Chill out room-staffing and resources</p> <p>CBT groups</p> <p>Mental Health First aid</p> <p>Worry boxes</p> <p>Worry/colour monsters</p> <p>Healthy Schools award</p> <p><b>Total cost £2,000</b></p> <p style="text-align: right;">} Cost of resources £500</p>	<p>5, 6</p>

<p>Structured provision to the start of the day- sensory circuits.</p>	<p>Inclusion Assistant- small groups across KS1 and KS2</p>	<p>5, 6</p>
<p>Targeted family support for families where SEMH may be a barrier to learning, progress or attendance,</p>	<p>% of PSM salary</p> <p>Attendance Officer salary</p> <p>ELSA</p> <p>Attendance meetings</p> <p>Freedom Programme</p> <p>EHAs</p> <p>Signposting support groups</p> <p><b>Cost- £13,334.60</b></p>	<p>5,6</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Our guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	

<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</p>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702276254">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702276254</a></p>	
<p><b>Barriers to learning these priorities address</b></p>	<p>Staffing capacity Pupil/family engagement</p>	

## Wider strategies

Budgeted cost: **£39,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://learning.anti-bullyingalliance.org.uk/">https://learning.anti-bullyingalliance.org.uk/</a></p> <ul style="list-style-type: none"> <li>• Anti-bullying alliance awards</li> <li>• Staff CPD</li> </ul> <p><b>Costs £2,075</b></p>	<p>5, 6</p>

<p>Whole staff training on social and emotional issues with the aim of developing our school ethos and improving well-being across school.</p>	<p>Based on the research, if pupils receive the correct targeted social and emotional support they can increase their learning by 4+ months.</p> <p><a href="http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">Improving Social and Emotional Learning in Primary School (educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel)</a></p> <p><b>Costs - % of PSM salary</b></p>	<p>6</p>
<p>Enriched curriculum opportunities and school bursary to support costs of clubs.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a></p> <p><i>'Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.'</i></p> <ul style="list-style-type: none"> <li>• School bursary £250 per pupil to subsidise trips, residentials, out of school clubs</li> <li>• 5 free MASC days per year</li> <li>• Monitoring access to school clubs and awards</li> </ul> <p>Costs Bursary- £250x68= £17,000 MASC Holiday Club- 9,307.50</p> <p><b>Total cost- £26,307.50</b></p>	<p>All</p>

<p>To develop small group interventions across the whole school for vulnerable groups and narrow the gaps in progress and attainment in reading, language, writing and maths.</p> <p><b>Recovery Premium</b> <b>Total £10,005</b></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><b>Costs</b>            Bluehills- interventions for whole Year            % of HLTA salary for Maths interventions</p> <p><b>Total Costs £11,417.50</b></p>	<p>1</p>
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**Total budgeted cost: £108,734.10**

## 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.

**1. 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.**

- Standardised tests were purchased for Autumn, Spring and Summer for Years 1,3,4 and 5. Teachers used these to identify gaps in learning and modify plans.  
All PP pupils who accessed Chatterways interventions 100% met targets. The speech therapist comes into school termly to review and assess new pupils.
- In KS2 the Fresh Start programme was delivered and 100% made progress.
- All KS1 and EYFS staff have been trained on the Chatterways programme by a Speech and Language specialist.
- 100% PP pupils who accessed the Chatterways programme are now at age appropriate levels of language.
- Reading and phonic, including Dyslexia Gold interventions 100% pupils have made progress.
- 46 PP pupils have accessed MASC using their bursary.
- 17 pupils used their bursary towards clubs. We offered HAF during the Easter and Summer holidays- 27 pupils took part.

#### Reading interventions

- 100% met intervention targets.

#### Maths interventions

- 100% met intervention targets

#### Whole school Progress July 2023

<b>Reading</b>
90% made Ex+ progress (+7% from previous year)
<b>Writing</b>
89% made Ex+ progress (+9% from previous year)
<b>Maths</b>
92% made Ex+ progress (+16% from previous year)

**2. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on attainment and progress in reading.**

Whole Cohort Outcomes July 2023				
	Reading	Writing	Maths	Phonics
KS 1 data	69%	65%	71%	Year 1- 83%
				Year 2- 96%
KS2 data	74%	69%	74%	

PP Outcomes July 2023				
	Reading	Writing	Maths	Phonics
KS 1 data	22%	22%	44%	Year 1-75%
				Year 2-100%
KS2 data	76.5%	65%	71%	

- 46 of our PP pupils have accessed MASC using their bursary.
- 17 pupils used their bursary towards outside clubs.
- We offered HAF during the Easter and Summer holidays- 27 pupils took part.

**3. Teacher and summative assessment indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in academic year 2022/23, 35% of our disadvantaged pupils arrive at age-related expectations compared to 56% of other pupils.**

- White Rose Maths is now embedded across the school, the Maths Lead monitors regularly through learning walks, pupil voice, book looks and pupil progress meetings.
- In maths many PP pupils made accelerated progress across the school.

### Pupil Progress July 2023

#### Whole School Progress for Reading

	Accelerated progress (above and well above)	Expected+ progress	Below+ expected progress
Number of PP pupils	49/74	63/74	11/74
%	66%	90%	14.9%
Number of Non-pupils	190/263	236/263	14/263
%	72.2%	90%	5.3%

#### Whole School Progress for Writing

	Accelerated progress (above and well above)	Expected+ progress	Below expected progress
Number of PP pupils	55/74	66/74	8/74
%	74.3%	89.2%	10.8%
Number of Non-PP pupils	196/263	236/263	15/263
%	74.5%	90%	5.7%



### Whole School Progress for Maths

	Accelerated progress (above and well above)	Expected+ progress	Below expected progress
Number of PP pupils	54/74	68/74	6/74
%	73%	92%	8%
Number of Non-PP pupils	197/263	236/263	12/263
%	74.9%	90%	4.6%

**4. 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.**

- Across the school there has been a focus on supporting SEMH through a variety of interventions, including:
- Tea and toast, Sensory circuits, ELSA groups, Anxiety and emotions support, self-esteem and Support for siblings with ASD.

#### Intervention Impact

Intervention	% Met Targets
Friendships	100%
Anxiety	100%
Feelings	73% met targets 27% partially met targets
Emotions	100%
Sibling ASD support	100%

- Tea and Toast- 100% of pupils met targets.
- Sensory circuits- 93% of pupils met targets
- The Pastoral Manager, who is also the school's ELSA supports families both in school and in the home. SEMH interventions take place to support the pupils and both the Pastoral Manager and Inclusion Assistant drop in to check on the pupils. We offer tea and toast, along with sensory circuits to support these pupils before entering the classroom.

**5. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to resilience, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 25% of pupils who are disadvantaged currently requiring additional support with social and emotional needs.**

- Tea and Toast- 100% of pupils met targets.
- Sensory circuits- 93% of pupils met targets

**6. Financial hardship for children eligible for Pupil premium limits access to learning opportunities outside the classroom.**

### **Bursary**

- **Trips and events**- 63% of PP pupils accessed the bursary to support trips and events.
- **Residentials**-38% of PP used the PP bursary to attend the residential. Board and lodgings cost are covered for 100% of PP.
- **MASC**-65% of PP pupils used their bursary to go to MASC.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Chatterways	Emma Foster – Speak About
Tuition Tutor	Additional Teacher employed for the afternoons
Senior Lead Mental Health	Anna Freud
Jogo Behaviour Service- Well-Being Support	John Murray

## **Service pupil premium funding**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium	Pupils are monitored by their class teachers and any concerns raise with the Inclusion Team.

allocation last academic year?	Data from the Happiness Survey is analysed by the Inclusion Team and any issues are solved.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

## 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.
- 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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents during consultation evenings, pupils 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.