

Pupil Premium Strategy Statement

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	St George's Central Primary School and Nursery
Number of pupils in school (<i>Reception – Year 6</i>)	299
Number of pupils in school (<i>Darlington St Nursery – Year 6</i>)	336
Number of pupils in school (<i>Lancaster Ave Nursery/Darlington St Nursery – Year 6</i>)	367
Proportion (%) of pupil premium eligible pupils	30.1%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	14/12/2021
Date on which it will be reviewed	14/12/2022
Statement authorised by	Mr M Grogan
Pupil premium lead	Mrs T Leech: Inclusion Leader
Governor lead	Mr I Hodcroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,125
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192815

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils.

- To ensure that all pupils achieve their full potential by providing a rich, varied and quality curriculum that is ambitious for all and is enriched with high quality experiences that equip children with the cultural capital that they need to succeed in life.
- To consistently promote the personal development and well-being of all of our children, particularly disadvantaged children, providing them with the relevant support and encouragement to set high aspirations for themselves.

Aims of our PP strategy

- Promote excellent attendance and punctuality rates and reduce the rate of persistent absences.
- Ensure that every child receives high quality teaching.
- Promote positive mental health and well-being and safeguarding.
- Reduce the attainment gap between children who are disadvantaged and those who are not.

Key principles of the strategy plan.

- Provide an ambitious and clear sequence of learning with opportunities for pupils to revisit previous learning so that pupils build on existing knowledge and remember more.
- Promote high quality teaching and learning through providing high quality, evidence based CPD on a whole school and needs led basis.
- Ensure that children are engaged and excited by their learning by providing an exciting, varied curriculum filled with rich and memorable trips, visits and experiences.
- Ensure that the mental health and well-being of our children remains a high priority by identifying children who have social, emotional and mental health needs at the earliest opportunity and providing interventions, strategies and support as necessary through the use of our well-being rooms, trained support staff and mental health lead and external agencies.
- To encourage excellent attendance and punctuality by developing positive relationships with families, working with the learning mentor to identify barriers to attendance and punctuality and liaising with external agencies to provide support where necessary.
- Develop the oracy and vocabulary of children so they become confident speakers, can better understand themselves and each other, and can express their opinions of the world around them.
- Secure positive academic outcomes for all children, ensuring that pupil premium children in our school achieve as well as pupil premium children nationally.
- Use diagnostic assessment and assessment for learning strategies to ensure that needs are identified and met as soon as possible.

Challenges

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

Challenge number	Detail of challenge
1	End of term assessment data indicates that the attainment of disadvantaged children is lower than the attainment of children who are not disadvantaged in reading, writing and maths across all year groups.
2	Due to lockdown and other factors, some pupil premium children have not had life experiences and enrichment of the curriculum which would develop their knowledge, skills and emotional awareness. Children entering Key Stage One this year have experienced significant disruption to their early years education. These factors have all had an impact on the social, emotional and mental health of some children.
3	Some pupil premium children within school have fewer opportunities to practise skills at home (reading, maths and spelling). For these pupils, reading stamina, fluency, spelling and arithmetic skills are affected.
4	There is a gap between whole school attendance and national. Attendance data has shown that children in receipt of free school meals have an attendance rate of 93.9% compared with whole school attendance of 94.5%. Furthermore, whilst children in receipt of Pupil Premium have attendance in line with the whole school, the rate of unauthorised absences (2.3%) is higher than the rate of unauthorised absences for the whole school (1.36%).
5	Observations and assessments show that some pupil premium children across school, (from the Early Years Foundation Stage to Upper Key Stage Two) lack the oral language skills and vocabulary required to ensure they achieve their full learning potential.
6	Assessment of phonics assessment data suggests that disadvantaged pupils generally have more difficulty in developing their phonics knowledge. This has a negative impact on their reading and writing development.

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
Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home	Number of children attending breakfast club and accessing learning mentor support will increase. Termly assessments will show that the gap between PP and non PP children is closing. End of KS2, end of KS1 and Reception results will show improvements year on year for the attainment of PP children and the gap between PP and non PP children will close.
Increased attendance and punctuality rates of pupil premium children.	The gap between whole school attendance and national will narrow and the attendance of disadvantaged pupils will be consistent with this figure.
Children's well-being and behaviour will not become a barrier to their academic success and participation in wider school life.	Improved scores on motional and Stirling questionnaires and fewer behaviour incidents reported on CPOMS. Disadvantaged children's

	participation in out of school clubs will be equal to or greater than that of their peers. The attainment gap between disadvantaged pupils and their peers will reduce.
Reduce the attainment gap between disadvantaged pupils and their peers which was widened by the national lockdowns in 2020 and 2021.	Review of termly assessments will show that the attainment gap between disadvantaged children and their peers is closing. Disadvantaged pupils' attainment in Reading, Writing and Maths will be in line with or above national measure.
Improve the oral language development of pupil premium children so they make improved progress in reading and writing.	The attainment gap between disadvantaged pupils and their peers will reduce.

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: **£78,843**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively implement a new systematic synthetic phonics programme which has been approved by the DfE	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. 'Improving Literacy in Key Stage 1. Eight recommendations to support the literacy of 5-7 year olds'. EEF Phonics EEF (educationendowmentfoundation.org.uk)	6
Wider opportunities for children to gain life experiences will be provided with the introduction of a forest school by staff who will be trained in forest school approaches.	The (EEF) research suggests that adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	2
Funding is reserved for staff training to develop in areas which may be deemed necessary over the course of the year.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1

<p>CPD on core and foundation subjects to develop staff's subject knowledge and approaches to teaching in a wide range of areas.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Children will gain life experiences from 'Wow' moments to introduce and enhance learning across all subjects. Time will be provided for teachers to plan and implement these to ensure that these experiences have the maximum impact on learning.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Speaking & listening opportunities are further developed and improved through regular and purposeful use of the school's filming facilities.</p>	<p>There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Poetry workshops will be provided to improve the standards of speaking and listening, writing and reading through the teaching of poetry.</p>	<p>The following strategies for raising boys' performance have been identified</p> <p>Literacy-specific activities such as appropriate use of oral work; poetry; use of emotionally powerful texts.</p> <p>DFE-RR238.pdf (publishing.service.gov.uk)</p>	<p>1</p>

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

Budgeted cost: £ 90,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language interventions will be provided to identified children by trained staff who will deliver regular interventions to meet the needs of the individual child.</p>	<p>There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Small group support will be targeted to pupils who have been identified as having gaps in their knowledge due to lockdown.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p>Focus reading groups will be established across school to ensure that the lowest attaining children and those who do not have the opportunity to read at home are supported.</p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 3

Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant.	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A higher profile is given to monitoring the social, emotional and mental health needs of pupils through the implementation and use of 'Motional'. This monitoring will identify children who require further intervention.	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
The continued use of and analysis of 'Stirling' questionnaire (termly) and the feedback from 'I wish my teacher knew' boxes in class ensures that staff are aware of, and are able to address, personalised needs of children.	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
Embed and continue to develop the use of continuous provision across KS1 to improve transition and engagement in learning.	<p>We know that transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year.</p> <p>The evidence that attends transition is largely focused on the move from primary to secondary. However, principles can be learned for other potentially vulnerable transition points.</p>	2

<p>This approach will also improve long term memory and develop children’s social skills.</p>	<p>Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with this time of change. Some challenges at the point of transition that emerge from the evidence base include: Familiarising with formal school systems, expectations and routines Adapting to academic challenges and curriculum discontinuity; All these factors may have also been affected by the periods of partial school closures. By anticipating the risk points around times of transition, schools, parents and young people can work together to deliberately build support around significant moves. 3. Wider strategies EEF (educationendowmentfoundation.org.uk) Making a successful transition to year 1 (nfer.ac.uk)</p>	
<p>The key stage 1 wellbeing room provision continues to be developed and used to deliver interventions and sessions focused around the areas of social and emotional mental health and well-being.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	2
<p>Funding is provided to ensure pupil premium children’s regular attendance at chargeable extra-curricular clubs. This also includes subsidies towards school trips and the annual residential trip involving upper key stage 2 pupils.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds Arts participation EEF (educationendowmentfoundation.org.uk) Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2
<p>A wider range of extra-curricular clubs’ are on offer in order to support the mental and physical health and well-being of children and provide them with an opportunity to enhance</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p>	2

social interactions with others.	Arts participation EEF (educationendowmentfoundation.org.uk) Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)	
A Breakfast club is provided for identified pupils. Breakfast is provided and children take part in games and activities to enable them to have a positive start to the day.	We recognise that some of our disadvantaged children will arrive at school having not eaten breakfast and may not then eat until lunchtime. Children who are disadvantaged may be offered support to access breakfast club to ensure that they have had breakfast before they start their school day. In other cases, this support may be offered to ensure children have a positive start to the day. Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	2, 4
Support from the Learning Mentor to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance.	Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement EEF (educationendowmentfoundation.org.uk)	4
Funding will be provided to subsidise specialist sports coaching, after school clubs and funding for swimming lessons.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime. Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)	2
The newly developed key stage 2 well-being room is widely used to incorporate 'Everyday Magic' approaches, elements of the PSHE curriculum as well as personalised activities to match the ongoing needs of children in this area of school.	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills	2

	<p>are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>A counselling service is provided and available to identified children and their families.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Funding for all pupils to learn an instrument in Key Stage Two as part of the Wider Opportunities programme. Children will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified children have the opportunity to develop skills that they may not otherwise have had chance to.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	2

Total budgeted cost: £192,815

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 2020 to 2021 academic year.

Internal assessment data shows that the gap in performance between disadvantaged pupils and non-disadvantaged pupils has widened from the previous academic year.

Our analysis of the reasons why this has been the case has highlighted the disruption caused by the school closures due to Covid 19 as the primary cause. During the school closures, every measure was taken to ensure that all disadvantaged children had access to home learning. This included providing devices or paper copies (where requested) to access home learning, weekly phone calls to households that were not eligible to attend school and home visits from the headteacher. During the academic year 2020/2021, our remote learning provision was improved and children received high quality, personalised learning to suit their needs. Despite these efforts, some children (particularly from disadvantaged families) did not engage with home learning as well as their peers and therefore, the attainment gap did not improve as we intended.

Furthermore, strategies outlined in the Pupil Premium Strategy for the previous academic year were unable to be delivered in full due to the disruption caused by school closures and the number of children self-isolating. For example, the strategy set out to provide daily reading support and intensive phonics interventions to narrow the gap between disadvantaged pupils and their peers. This strategy was unable to be delivered in full and therefore, did not have the full impact that we intended.

To mitigate the impact of disruptions, a baseline assessment of children's attainment was undertaken on children's return in March 2021 and the results were used to identify pupils who would benefit from after school tutoring. Small groups of children across the school (from year 1 to year 6) benefited from this approach and a significant impact on those children's attainment was noted.

Additionally, once children returned to school in full, intensive support resumed and some disadvantaged pupils who were not 'on track' to pass the phonics screening, passed an internal phonics test.

Our internal assessment methods and observations have detected a rise in the number of children with Social, Emotional and Mental Health needs. This can primarily be attributed to Covid-19. Counselling has been provided for specific pupils and well-being support has been provided through the use of our newly developed well-being rooms. All staff received training in providing mental health and well-being support and this was utilised to support all children in general and specifically identified children. This approach is being further developed this year, as detailed in this plan.

As a school, we have noted that the attendance of pupils falls below the national average for the previous academic year. This can be attributed in part to the effects of Covid-19 and the particularly high infection rates in the North West of England at certain points. However, steps are being taken to address persistent absences and whole school attendance. This is reflected in the targets set out in this strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Times Tables Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Reading Eggs	3P Learning
Reading Plus	DreamBox Learning
Spelling Shed	Education Shed
White Rose Maths	White Rose Maths
B Squared	B Squared Ltd
Phonics play	Phonics play Ltd
Seesaw	Seesaw Learning inc.
Test Base	Doublestruck Ltd.

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:

- Whole school staff training on using strategies from Rosenshine's principles to ensure children commit their learning to their long term memory.
- Utilising a DfE grant to train a senior mental health lead.
- Continuing to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills, confidence and fitness. Disadvantaged pupils will be encouraged and supported to participate.
- Time will be given to subject leaders to monitor the gaps in learning in their subject areas. This information will be used to inform curriculum plans for the upcoming academic year.

Planning, implementation, and evaluation

In planning this pupil premium strategy, we first reflected on why previous actions had not had the degree of impact we anticipated. Upon analysis, we found that some strategies had not yet been able to be fully implemented due to the disruptions outlined above. It was therefore decided that some of these actions should remain on the strategy for this academic year, where the impact of these actions can be fully assessed.

We gathered evidence from multiple sources of data including academic and well-being assessments, pupil interviews, discussions with staff members at all levels and attendance data in order to identify the challenges and barriers to learning faced by our disadvantaged pupils.

We utilised the EEF toolkit to examine research and reports about the effective use of pupil premium and the impact that particular strategies have on disadvantaged pupils.

The impact of the strategy will be evaluated at regular intervals throughout the year, using termly academic assessment data, attendance reports, pupil interviews and termly tracking of pupils' well-being and behaviour. This will allow us to make adjustments at the earliest possibility to ensure that all of our pupils, particularly disadvantaged pupils, are in the best position to reach their full academic potential.