



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

The plan is a 3 year plan reviewed each year. Changes made each year can be seen in *italics*.

School overview

Detail	Data
School name	Fallings Park Primary School
Number of pupils in school	631 (excluding Nursery and Terrific for Twos)
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	12 December 2022
Date on which it will be reviewed	01 November 2023
Statement authorised by	Sarah Pedley (Head Teacher)
Pupil premium lead	Jennifer Ebblewhite
Governor / Trustee lead	Wyonnetta Spence and Chris Burden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£504,140
Recovery premium funding allocation this academic year	£54,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£558,515



Part A: Pupil premium strategy plan

Statement of intent

Our aim at Fallings Park Primary School is that all pupils, regardless of social demographics, background or family challenges, receive the same opportunities and experiences to raise attainment across all subjects. We use Pupil Premium funding to narrow the progress gap between disadvantaged pupils and non-disadvantaged, including those who are rapid graspers (high attainers). We understand the challenges that some of our children deal with and have planned activities, outlined in this strategy, to support their needs irrespective of whether they are disadvantaged.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, where identified in certain cohorts.
- All disadvantaged and vulnerable pupils to make at least nationally expected progress
- To support and nurture our pupil's health, mental-health and wellbeing in order for them to access all aspects of learning.

We aim to achieve these objectives with an emphasis on high-quality teaching ensuring the needs of all pupils are met. This is proven to have the greatest impact in narrowing the disadvantaged attainment gap, whilst still benefitting the non-disadvantaged pupils at Fallings Park Primary School. Early identification of pupils needs will ensure that intervention can be timely.

Our strategy is a fundamental part of school plans to ensure education recovery, notably in its targeted support through School Led Tutoring, for pupils whose education has been worse affected, including non-disadvantaged pupils.

As a school we recognise that not all pupils who are disadvantaged or vulnerable are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to all pupils, or groups of pupils, the school has legitimately identified as being socially disadvantaged. Funding will be allocated to support those who, as a school, we feel would most benefit from the intervention. Additional funding from the school budget is also used to ensure high quality activity to support wider needs and more pupils.

The Senior Leaders and Governors work together to measure the success of objectives for disadvantaged pupils. Termly provision maps are created by staff and the Leadership Team to identify groups and individuals for interventions. Progress and



provision maps are reviewed at termly pupil progress meetings and shared with the Governing Body.

At Fallings Park Primary we use a research and evidence-based approach (Education Endowment Foundation), along with professional judgements of common challenges and individual needs, to ensure teachers and leaders make decisions about provision and practice that will benefit disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	The school SEND tracker shows that a higher number of pupils are either entering Fallings Park Primary with additional needs, especially complex needs, or are being referred to external services for SEND support. 66%(2021-22), of children receiving support for SEND are entitled to Pupil Premium funding. <i>This rose to 74% in 2022-23.</i>
2	Observations and discussions with pupils and parents demonstrate that pupils have limited experiences, beyond the school environment, to develop cultural capital.
3	Following the Covid pandemic, our observations and discussions show that pupils need more support to manage and regulate emotions and behaviours. 90% of the children referred for internal, additional emotional/behavioural support are eligible for Pupil Premium funding.
4	Data over the last 3 years (not including Covid Lockdowns) show that attendance of disadvantaged pupils is below the national average, 93%. Our observations show that attendance issues impact negatively upon learning and progress of disadvantaged pupils. Pupils with poor attendance need additional support to retain knowledge and make connections between learning.
5	Pupils experience chaotic family lives and Social Service involvement. 83% (2021-22) of pupils on the school social care tracker are eligible for Pupil Premium funding. <i>This rose to 88% in 2022-23.</i>
6	Our observations, assessments and discussions demonstrate that poor language, vocabulary and communication skills are evident across school from Terrific for Twos until Year 6. This can impact negatively on pupils reading and writing development.
7	Our assessments and observations show that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in knowledge



	gaps leading to pupils falling further behind age-related expectations, particularly in Phonics and core subjects.
8	Pupils have limited access to high quality reading materials outside of school for reading for pleasure. Some pupils are not practising phonics/reading beyond their classroom.
9	Pupils need support to access and maintain healthy lifestyles and habits, <i>this needs to include mental health/wellbeing and when online.</i>

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
An improvement in the attendance of Pupil Premium children. Parents are aware of the importance of attendance and the impact on learning.	Pupils attendance does not negatively affect learning and progress. The attendance of Pupil Premium children is at least in line with their peers and the gap between the national average is narrowed.
The percentage of Pupil Premium children attending Breakfast Club and Out Of Hours Activities to enrich the curriculum and support their health and lifestyles is increased.	Registers for all out of hours activities show regular attendance of children eligible for Pupil premium, Children have the opportunity to develop aspiration and demonstrate talents outside of the school curriculum.
All children will have opportunities to develop their cultural capital. Through planned activities in an out of school pupils will be able to gain skills, knowledge and aspirations of the wider world.	Most children 96%-100% of Pupil Premium children will have completed their Learn Today journey. This will include visits such as, art galleries, theatre and museums. It will also include raising money for the community and wider charities. Most children will take part in at least 1 residential offered in Years1, 3 and 5. More Pupil Premium children have accessed Musical instruments and now play an instrument.
Social, Emotional and Mental Health needs are addressed through the WELL passport, interventions/therapies and Nurture groups. Children entitled to Pupil Premium funding are better equipped to deal with challenges they may face. They have developed strategies to self-regulate and become more resilient. All staff are aware of the restorative behaviour approach and are consistent in	Fewer behaviour and Well-Being incidents are recorded on CPOMS. The number of Pupil Premium children referred to the Learning Mentor and Educational Psychologist is reduced. Sustained high levels of well-being are demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Observations and intervention evaluations demonstrate that Pupil Premium children:



<p>their approach but recognise and address individual needs.</p>	<ul style="list-style-type: none"> - Are more positively engaged in their learning. - Are more aware of their own mental health needs and can discuss the strategies that they use to cope. - Can demonstrate perseverance when work is challenging to them. - Can discuss their emotions and listen to and recognise how others are feeling. - Demonstrate strategies when faced with challenges on the playground. - <i>Recognise the dangers of online activity and how to stay safe.</i> - <i>Develop strategies when faced with problematic sexualised behaviour to keep themselves safe and be strong to report incidents they are concerned about. Pupils recognise what is normal in relationships and what should not be accepted.</i> - <i>Recognise appropriate sexualised behaviours and be respectful to all peers.</i>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and discussions with pupils will indicate significantly improved language, vocabulary and communication skills by disadvantaged pupils.</p> <p>By the end of Early Years less pupils will need WELLCOMM interventions or will be receiving support from specialist services for language and communication needs.</p> <p>Pupils will be able to use vocabulary to express ideas, thoughts and beliefs through conversation with peers and adults.</p> <p>By the end of Key Stage 2 writing outcomes in 2023-24 will show that the percentage of Pupil Premium children achieving ARE has increased and the internal gap between disadvantaged and non-disadvantaged has narrowed.</p>
<p>Observations of Pupil Premium children with SEND needs are accurate and diagnosis prompt. School staff will then plan and deliver bespoke learning programmes to address individual needs. Outside agencies will be accessed swiftly to further support complex needs. Pupil Premium children with SEND can efficiently and appropriately work though their individual targets.</p>	<p>Attainment and progress of Pupil Premium SEND children will be monitored through individual IEP's and EHCP's where appropriate. Most pupils, will achieve termly targets and make progress to close the gaps in their learning.</p> <p>Provision maps accurately identify additional support that is timely and appropriate.</p>
<p>Quality first teaching and timely interventions will narrow the gap between disadvantaged</p>	<p>The percentage of Pupil Premium children achieving ARE in each year group in</p>



<p>and non-disadvantaged pupils narrow across EY to KS2. Pupils who have the potential for higher attainment are identified and challenged appropriately.</p>	<p>Reading, Writing and Maths has increased to close the internal disadvantaged gap: this is an improving trend when comparing to previous years.</p>
<p>When pupils leave Year 6 the disadvantage gap has been narrowed and Pupil Premium children are in line with their peers.</p>	<p>KS2 outcomes in 2023-2024, show that Pupil Premium children achieve in line with their peers in Reading, Writing and Maths.</p>
<p>The needs of Pupil Premium children who face additional challenges at home are promptly identified and swiftly supported internally by outside agencies where necessary. Families are supported to ensure that the importance of attendance and education are clear.</p>	<p>Attendance for Pupil Premium children with social care support is in line with non-disadvantaged children. Increased numbers of adults at parent engagement sessions. Pupil voice demonstrates that children know where to access support and time to talk and reflect, this is recognised and outside agencies promptly employed to support individual needs.</p>
<p>Families and pupils, particularly those who are disadvantaged, understand the process of learning to read and recognise the importance of reading as a life skill. More children are accessing reading materials and have access to a wider range of high quality reading materials, both in and out of school. Children entitled to Pupil Premium funding have secure phonic knowledge and use decoding and blending as part of the reading process.</p>	<p>The number of Go-Read entries for Pupil Premium children significantly increases. Increased number of adults at Parent Reading Workshops. The percentage of Pupil Premium children passing the Phonics check is at least in line with non- disadvantaged pupils.</p>



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£337,954**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Leaders / additional teachers available during Core subjects to support across year groups. (Percentage of YL)	<p>EEF +2 - Reducing class size. Quality First Teaching Wave 1: Waves of Intervention</p> <p>Additional adults within the class to teach alongside the class teacher improves the quality of teaching and improves adult to pupil ratio.</p> <p>Able to offer in the moment intervention – enabling ‘keep up not catch up’</p>	1, 3, 6, 7
TA support in every class	<p>EEF +4</p> <p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>Teaching assistants at Fallings Park work with small groups and 1:1 within the classroom and also work alongside teachers to deliver out of class interventions.</p>	1, 3, 6, 7
Year 6 to be taught in 4 classes.	<p>EEF +4 – small group</p> <p>Year 6 are taught in 4 classes this reduces the number of children in each room, enabling more adult – pupil interactions. Year 6 were identified as there is less time for Covid recovery before the pupils leave the school.</p>	1, 3, 6, 7
TA support for complex SEND (LC/DB/SW) <i>2022-23 additional TA's (SB/AJ)</i>	<p>EEF +4</p> <p>TA's working with pupils with EHCPs and IEPs support individual needs and progress of targets.</p>	1



<p>Targeted in house and external professional development for RQTs.</p> <p><i>In 2022-23 this includes 2nd year ECTs</i></p>	<p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap. Evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a years learning for disadvantaged pupils.</p>	<p>1,3,5,6,7,8</p>
<p>Staff CPD</p>	<p>Effective Professional Development - EEF recommendations:</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom</p>	<p>1,3,5,6,7,8</p>
<p>Essential Letters and Sounds:</p> <p>Purchase of DfE Systematic Synthetic Phonics Programme to secure phonics teaching for all pupils.</p> <p><i>Additional reading books purchased to ensure a range and breadth of books for all levels and all children. Additional books purchased to support phonics into LKS2.</i></p>	<p>EEF +5</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>6, 7, 8</p>
<p>Specialised CPD – Autism in Mainstream – delivered by Outreach.</p> <p><i>Additional SEND training for specific SEND needs, including PDA and ADHD.</i></p>	<p>Effective Professional Development - EEF recommendations:</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom</p>	<p>1</p>
<p><i>Specialised CPD – Recognising and reporting Problematic Sexual Behaviour. Understanding what is age appropriate sexualised behaviour.</i></p>	<p><i>Ofsted Report 2021 recognised that sexualised behaviour was being normalised. It indicated that school staff needed to be more aware of what was age appropriate and acceptable.</i></p>	<p>3, 9</p>



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

Budgeted cost: **£104,345**

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 rd Space Learning 1:1 Maths intervention – Identified Year 6 pupils <i>2022-23 Targeted Year 5 pupils to be introduced in Spring and Summer Term</i>	EEF +5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas	7
1:1 Speech and language intervention CW – targeting those children who need support with speech and language with no SALT referral.	EEF +6 Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	1, 6
WELLCOMM	EEF +6 Oral Language Interventions 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.	6
Subscriptions to online app and websites: MyMaths, TT Rockstars, Education City	EEF Using Digital Technology to Improve Learning recommends: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	7, 8
Century Learning Bespoke online programmes of study – Year 5 and 6	EEF Using Digital Technology to Improve Learning recommends: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	7,8



Oxford Owl e-library	EEF Using Digital Technology to Improve Learning recommends: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	8
Specialist SEND teacher (WM) 1:1 intervention to target specific needs as identified by school and IEPs/EHCPs.	EEF +5 – One to One tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 6, 7
Learning Mentor/Inclusion Team. Small group/1:1 therapy and interventions.	EEF +4 Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. At Fallings Park we identify individual needs other than academic, this enables pupils to be ready to learn and develop strategies to cope with challenge.	1,3,5
1:1/small group Maths/Reading/Writing Intervention additional to core time delivered by Year Leaders/L3 TA's	EEF +5 One to One Tuition/Small Group Tuition Evidence indicates that one to one/small group teaching can be effective. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and those falling behind.	1, 3, 6, 7
<i>Year 5 and Year 6 Pupil Problematic Sexual Behaviour Survey. Focus groups led by Mark Lloyd and Emma Kinghorn. Analysis to inform targeted work and changes to RSHEe curriculum.</i>	<i>Ofsted report in 2021 discussed how Harmful Sexual behaviour was being normalised. Simon Hackett's research indicates that children from disadvantaged backgrounds are more at risk of being involved in Problematic Sexualised Behaviours, either as the perpetrator or the victim.</i>	3, 9



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

Budgeted cost: **£116, 216**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits/visitor subsidy	EEF: A range of evidence including supporting Arts/Outdoor learning/enrichment of the curriculum suggest that this can benefit the education of pupils. At Fallings Park Primary we believe that all children, including disadvantaged deserve a well-rounded, culturally rich curriculum	2, 5, 6, 7
Year 1/Year 3/Year 5 Residentials	EEF – Outdoor Adventure Learning Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	2, 3, 5, 9
Music Services Ukulele/Guitar/Recorder <i>2022-23 – African Drumming in addition to above.</i>	EEF +3 Arts Participation Improved outcomes have been identified in English, Mathematics and Science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Fallings Park Primary believe that playing an instrument is an opportunity that now all disadvantaged children will be exposed to.	2, 5, 7, 9
Pivotal CPD: Whole staff training on behaviour management with the aim of developing our school values and improving	EEF +4 Behaviour Interventions Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1, 3, 5



behaviour/well-being across school <i>2022-23 Additional CPD sessions delivered by Mark Finnis (L30 Relatinal Systems) to offer continued support to staff.</i>	Both targeted interventions and universal approaches have positive overall effects	
Attendance Officer and collaborative work with Education Welfare Officer	Social Mobility Commission. A range of evidence and in school data demonstrates that pupils need to be in school in order to make progress and raise attainment.	4, 5, 7
Additional Breakfast Club staff to enable more pupils to attend. <i>2022-23 – 1 more additional staff employed</i>	National School Breakfast: there is a direct link between breakfast habits of children and their educational attainment.	4, 9
Now Press Play:	Enriching the curriculum offered to pupils through experience to enable them to make connections with learning and retain knowledge and skills.	2, 7
SWITCH programme: Small group/1:1 sessions with identified pupils to support SEMH. <i>2022-23 Huggle Pets – intervention for targeted pupils to support SEMH</i>	EEF +4 Social and Emotional Learning 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.	3, 5
Educational Psychologist (LD)	EEF +4 Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. At Fallings Park we identify individual needs other than academic, this enables pupils to be ready to learn and develop strategies to cope with challenge. Support of a weekly Educational Psychologist enables prompt and timely diagnosis and strategies of needs.	1, 3, 5
Living Streets – WOW Walk to School	EEF +1 Physical Activity	9



	Physical activity has important benefits in terms of health, wellbeing and physical development.	
Tagtiv8 – Physically Active Learning	EEF +1 Physical Activity Physical activity has important benefits in terms of health, wellbeing and physical development.	7, 9

Total budgeted cost: £ 558,515



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 2021 to 2022 academic year.

There is no statutory requirement to publish data for the year 2021-22, however this data is held in school and has been used in a variety of ways to improve outcomes for vulnerable pupils.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments at the end of Key Stage 2 suggest that there is still a gap between the attainment of the disadvantaged and non-disadvantaged at Fallings Park Primary School. However when comparing our data to Local and National data, the disadvantaged learners at Fallings Park are exceeding national figures for disadvantaged pupils.

Data from tests and assessments at the end of Key Stage 1 suggest that there is a significant gap between the attainment of the disadvantaged and non-disadvantaged at Fallings. When compared to Local and National data, disadvantaged pupils at Fallings Park are achieving below that of other disadvantaged learners. Further analysis has highlighted the significant number of children in this cohort receiving SEND support or support with SEMH needs. The Further Information section below provides more details about how this concern will be addressed through the strategy over the next year.

Targeted intervention and deployment of Year Leaders, Teaching Assistants and additional adults have been significant for disadvantaged learners to make progress. The use of additional Teaching Assistants has enabled disadvantaged learners within the classroom benefit from high quality personalised 1:1/small group interventions within a lesson.

The high quality curriculum and provision in the EYFS, alongside language intervention, the rigor of the new Phonics programme was very successful in



supporting our youngest children to close the vocabulary gap and impact on their speech and language. This enabled more disadvantaged learners to achieve GLD than non-disadvantaged pupils at Fallings Park and also exceed Local figures and be in line with National data.

Absence among disadvantaged pupils was 1.4% higher than their peers in 2021/22. We recognise that there is still a gap between the disadvantaged and non-disadvantaged pupils at Fallings Park Primary School however strategies that are in place are continuing to narrow the gap, improving by 1.1% in the academic year 2020-21. Employing a full-time attendance officer/mentor has enabled relationships with disadvantaged families to be built. This is beginning to impact on the attendance of all learners, but specifically, persistent absenteeism of disadvantaged pupils. This member of staff has also formed positive relationships with disadvantaged pupils again raising attendance and also supporting with SEMH needs and gaps in learning. Raising the attendance of our disadvantaged pupils continues to be a focus for Fallings Park and this is why it remains an intrinsic part of our current plan.

Our assessments, observations and incidents reported on CPOMS indicated that pupil behaviour, well-being and mental health were significantly impacted during the Covid-19 pandemic. This was particularly acute for disadvantaged pupils. Interventions and therapies introduced during 2021-22 have begun to demonstrate success, however, activities introduced to address this challenge need more time to demonstrate progress and show impact. We will continue to build on the strategies introduced and detailed in this plan. New interventions can be found in the activities section above.

PPG funding has guaranteed that no disadvantaged learner has missed out on educational visits and experiences which help develop their cultural capital, providing them with first-hand memorable learning experiences.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Century Learning	Century Learning



X Table Rockstars	TT Rockstars
Education City	Education City
Charanga	Charanga
Now Press Play	Now Press Play
Tagtiv8	Tagtiv8

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/a



Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Additional staff employed in Year 3 to support narrowing the gap for disadvantaged learners, especially those that also have SEND or SEMH needs.
- Nurture provision in targeted year groups where there are particular challenges.

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 used evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with the Local Authority, parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils.

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 are part of the Local Authority PPG Network group, offering advice, support and sharing good practice, this supports all aspects of writing, delivering and evaluating the PPG and strategy.

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.