

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Elm Wood School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023, 2023/2024 to 2024/2025 (3 years)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Leith Headteacher
Pupil premium lead	Anya James Assistant Headteacher & SENCO
Governor / Trustee lead	George German

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,790.00
EYFS Pupil Premium funding allocation this academic year	£532.95
Recovery premium funding allocation this academic year	£ 8,881.25
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	£196,204.20

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Elm Wood Primary School is that all children are supported to be creative, confident and curious learners regardless of their background or other challenges that they face. We set high expectations for all of our pupils and we ensure that the learning opportunities we provide for all of our pupils enable them to be successful life- long learners, to make progress and to excel academically.

We offer exceptional quality first teaching that will enable us to fulfil our ambitions for all of our pupils. Not only, do we aim to close the gap between our non-pupil premium and pupil premium pupils, but also offer provision that enables all learners to continue progressing and achieving. Research has shown that if standards are raised for disadvantaged pupils, then standards will raise for all pupils.

The strategies that we have put in place are not 'quick fixes,' but sustainable solutions. Our most qualified and specialist members of our school workforce will deliver targeted in-class support, alongside robust, evidence-based interventions This demonstrates our commitment and our determination to ensure our pupil premium pupils, and in some cases our most vulnerable pupils, are receiving inclusive, quality-first teaching.

We seek to ensure that EYFS provision is excellent, to close the gap between pupil premium and non-pupil premium, at the earliest point of the child's learning career. All interventions are evidence based and follow on from meticulous assessment and review; which are both diagnostic and strategic.

We will closely monitor pupil's progress and attainment to quality assure that measures are having the desired impact. Our measures will be responsive and adapt to the evolving needs of our pupils. This will enable us to suitably challenge learners and act promptly at the point of need.

Our inclusive ethos and values ensure that all members of staff recognise and take responsibility for all pupils by keeping the experience and needs of disadvantaged pupils at the heart of their practice.

We acknowledge the non-academic challenges that our pupils face emotionally and culturally and these can have a negative impact on their ability to access learning. Therefore, we aim to support our pupils by providing funding of staff, enrichment, ELSA, Zones of Regulations and other resources.

The key principles of our strategy are:

- ensure disadvantaged pupils are challenged in the work that they're set
- work with external agencies to obtain the best outcomes for all our learners
- all teachers are aware of the impact of being a disadvantaged child and they implement this into their quality first teaching
- 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	Language Development A significant number of pupils are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.
2	Reading The percentage of children eligible for pupil premium reading at age related expectations when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
3	End of Key Stage 2 Attainment Children who are eligible for pupil premium are less likely than children not eligible for pupil premium to achieve age related expectations in Key Stage 1 which further impacts their attainment in Key Stage 2.
4	Enrichment Opportunities A significant number of pupils are not able to access enriching extra- curricular activities outside of school.
5	Social Emotional and Mental Health A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
6	Parental Engagement Families in our communities face a number of additional pressures (e.g., housing, high mobility, financial etc,) that can be barriers to providing the support they would like to provide to their children in school

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 communication and language skills for EYFS pupils The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.

Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school.
Maths Mastery and Mastering Number programme implemented with a higher percentage of children eligible for pupil premium finishing each key stage at age related expectations in mathematics. The gap in attainment for maths closes as the children move up the school. Children leave Elm Wood confident and fluent in mathematics with experience of varied representation of all key concepts.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation at the end of Year 2 following the Mastering Number program; the gap closes as the children move up through the school.
Pupils can focus on their learning during the day; pupils are resilient and know how to ask for help and are able to make informed, healthy, and safe choices: pupils with specific social and emotional health needs access targeted and specialist support	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children can reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.
Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.	Through learning walks, monitoring visits and books looks, it is evidenced that: Children access a broad and balanced curriculum with access to a wide range of experiences and language; Children have access to a vocabulary-rich environment that supports language development and a rich reading spine; Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences. Children take part in paired and group reasoning to maximise children's active use of oracy in the classroom.
All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement.
Disadvantaged pupils to develop excellent reading skills which will enable them to become lifelong readers	Children identified will successfully access a range of texts. Our youngest children will be able to use their knowledge of phonics to decode new words as well as other taught strategies.

<p>To increase the percentage of disadvantaged pupils achieving greater depth in reading</p>	<p>Pupils will be able to display a range of reading skills e.g., inference, deduction needed to understand and access a variety of texts.</p> <p>The profile of reading throughout the school will be raised through engaging creative, language rich learning environments within classrooms and communal areas.</p> <p>Texts used in DGR and DSR lessons are stimulating and hold the interest of the readers.</p> <p>Data shows an increase in disadvantaged children attaining ARE & GD.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <p>the overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</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: £95,125.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training and quality assurance of Letters and Sounds phonics scheme to ensure consistency for all children in phonics provision	https://www.littlewandlelettersandsounds.org.uk/ Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches.	1,2,3
Further purchase of Phonics readers for children to access reading books in line with their phonological awareness both at home and when reading at school.	Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practise their phonological awareness with books at the correct instructional level.	2,3
Group reading programme in place for all children in Reception and year 1 in addition to any other children reading below turquoise book bands in y2- 6. Coordination, monitoring and support for this programme is carried out by Deputy Head and SENCo	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.	2,3
Destination Reader programme in place from Year 2/3 upwards throughout the school	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This programme has been embedded and progress in books and children’s effective engagement in and enjoyment of reading	2,3

	has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.	
Catch up phonic/reading interventions in place for the lowest 20%	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	2,3
Middle leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all learners. Middle leaders also provide coaching and mentoring to support provision of broad and balanced curriculum.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	2,3
Detailed and comprehensive programme of CPD for all staff (teaching and support staff) drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	2,3
One members of staff is a trained 'Trauma Informed Schools' practitioner and support class teachers/TAs when required. Training provided to support new relational approach to managing behaviour. Central to this is understanding of behaviour as a form of communication. Training to enable all staff feel confident to support children.	Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong learning.	5
Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence based and directly impact pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g., Lego-therapy, ELSA and peer mediation	2,3
Emotional Literacy Support - individual staff trained and already delivering for individual children/s mall groups	Data shows an increase in the impact of social and emotional difficulties on children's ability to access the curriculum,	1,2,3,5

	make progress and therefore meet their full potential. This is in line with national trends. ELSA intervention allows us to respond to early identification of SEMH needs, termly review to measure the impact of targeted ELSA support from trained staff.	
Ongoing Behaviour CPD for whole staff in to support continued implementation of new behaviour policy based on relational approaches and behaviour as communication.	Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	5
Extended after-school enrichment program includes cookery club, multi-sports, boys' football, girls' football, league football training. Guitar club performances and curriculum linked termly trips	All pupils to have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	4
SEN practitioner on site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	1,2,3

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

Budgeted cost: £52,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g., Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1,2,3
SEN practitioner supports the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	1,2,3,5
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO	Children facing the most complex barriers to their learning to be taught by the most qualified. SENDCo and deputy headteacher are all outstanding classroom practitioners prior to appointment into role	1,2,3,5
Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and in addition will support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are an incredibly significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	1,2,3,5
Beanstalk Reading support	Provision of volunteer readers. There is a wealth of research that shows that when children read because they want to not because they are told to or feel they have	2,3

	<p>to this has a significant difference to how successful they are in education.</p> <p>Volunteers provide consistent support to pupils to help change their attitude to reading, build their reading skills, ability, and confidence</p>	
<p>Weekly 1 hour Speech Bubbles session for children in KS1 identified as finding social interaction challenging or for whom there are concerns around SEMH.</p>	<p>This is an evidence-based intervention subsidised by the Walcot Foundation with a focus on the group being 50% girls and 50% pupil premium. A recent evaluation of the Speech Bubbles program revealed that 85% of children participating in Speech Bubbles showed an improvement in learning, speaking and listening and 86% showed behavioural improvements.</p>	1,2,3,5
<p>Little Wandle phonics keep-up support from groups and individuals</p>	<p>Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP that is validated by the Department for Education</p>	2,3
<p>Targeted HLTA and TA support in class and for focused interventions</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g., Lego-therapy and precision teaching</p>	1,2,3,5
<p>Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs to support with SEMH need</p>	<p>Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.</p>	5
<p>Targeted small group and one-to-one tutoring in maths and reading led by school staff using tutoring funding</p>	<p>Allocated funding for tutoring used to ensure targeted support for children at risk of not achieving ARE</p>	3

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

Budgeted cost: £48,579.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of attendance every half term, with follow-up meetings as required.	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.	7
Relational behaviour approach centred on behaviour as communication: whole school CPD	This is based on research that acknowledges that relationships are the key to ensuring a safe, supportive and engaging learning environment. Positive relationships allow secure boundaries and high expectations to be set for children.	5
Senior Mental Health Lead training for DH. Utilised grant from DfE to invest in external training to improve whole-school wellbeing and awareness of mental health.	An effective whole school approach to mental health and wellbeing in that is aligned to the 8 principles outlined in Public Health England’s (PHE) promotes children and young people’s emotional health and wellbeing	5,6
Dedicated Family Services Officer role to support families to support their children to achieve best possible outcomes	Importance of holistic view to addressing social and emotional barriers to children’s learning.	5,6,7
Key members of staff on site to support and provide targeted intervention for children who might be at risk of exclusion or struggling to manage their emotions and behaviours at school.	Social and emotional difficulties are a very significant barrier to some of our pupils’ ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. This intervention targets those pupils.	5
Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and also support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a highly significant barrier to some of our pupils’ ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	5,2,3
Commitment to a range of enrichment activities throughout	A significant number of children do not have access to extra-curricular and enrichment	4,1

the school year subsidised/paid for from the school budget for all pupils to access e.g., curriculum trips, residential trips, theatre workshops, art workshops etc. These will be planned against covid restrictions and risk assessments	activities. This impacts language development, physical development, social development, aspirations etc.	
Pupil leadership teams including a high number of pupils eligible for pupil premium drive strategic action planning for the school	Evidence-base of the impact of pupil empowerment on attainment and engagement	1,2,3,5
Whole school approach to universal intervention for positive mental health underpins a wide range of strategies used in school, to support the development of emotional literacy and well-being: This includes Emotional Explorers, Zones of Regulation, Restorative Approaches to support behaviour, relationships, conflict resolution and well- being.	These are evidence-based programs that have staff have received training in to support with conflict and emotional regulation.	5

Total budgeted cost: £196,204.20

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 2024 to 2025 academic year.

- Many children attended pupil enrichment activities such as afterschool club. An increased number of PPG children attended The Year 6 Residential.
- Year 6 booster groups extremely effective and PPG children made progress.
- Attendance meetings held regularly with all pupils, vulnerable pupils offered bespoke packages to ensure attendance (early to school, collection where required, strong links with families)
- Support staff implemented a range of interventions that were tailored to each age group and area of need. This included nurture groups for children that were struggling to return to school.
- EYFS have had ongoing interventions and direct 1:1 teaching for the children to ensure their progress is maintained during and after the closures. This included online interventions related to key skills such as phonics, reading and maths.
- 84% of Year One pupils achieved the expected standard in the Year One Phonics Check. Key Phonics and Early Reading interventions put in place since September 2022 had a positive impact on all Key Stage 1 pupils.
- All PPG pupils receive funding for school trips – 100% of PPG pupils attended all trips

Pupil outcomes

End of Key Stage assessments during 2024/2025 suggested that the performance of disadvantaged pupils was lower than that of their peers. However, performance in all three subjects was broadly in line with the Lambeth average for pupils eligible for the pupil premium

The outcomes we aimed to achieve were not fully realised, although the gaps are narrowing between disadvantaged and non-disadvantaged for both Reading and Maths.

Data from assessments suggest that attainment and progress in Key Stage Two in Reading and SPAG was high for all pupils. This is due to staff training, middle leadership and sustaining expertise for key staff as well as targeted intervention by in-school staff.

The attainment gap at Key Stage Two for RWM combined between our disadvantaged pupils and non-disadvantaged pupils has remained stable over the last two years. The number of pupil premium children reaching the Expected Standard in RWM has increased from 44% in 2023, 48% in 2024 to 52% in 2025.

KEY STAGE 2 - PUPIL PREMIUM

Key Stage 2 Scaled score

	KS2 Cohort	Reading Test			Maths Test			GPS		
		School Results	National Non PP* 2024	Difference	School Results	National Non PP* 2024	Difference	School Results	National Non PP* 2023	Difference
All Pupils	45	105.7	106	-0.3	104.1	105	-0.9	106.0	106	0.0
Non Pupil Premium	24	107.7	106	1.7	106.1	105	1.1	108.3	106	2.3
Pupil Premium	21	103.5	106	-2.6	102.0	105	-3.0	103.4	106	-2.6
Within School Gap		-4.2			-4.1			-4.9		

Key Stage 2 - Reaching expected standard (%)

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference
All Pupils	45	76%	79%	-3%	71%	78%	-7%	78%	79%	-1%	64%	67%	-3%
Non PP	24	83%	79%	4%	79%	78%	1%	88%	79%	9%	75%	67%	8%
PP	21	67%	79%	-12%	62%	78%	-16%	67%	79%	-12%	52%	67%	-15%
Within School Gap		-17			-17			-21			-23		

Key Stage 2- Reaching higher standard

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference	School Results (%)	National Non PP* 2024	Difference
All Pupils	45	40%	34%	6%	7%	16%	-9%	22%	29%	-7%	2%	10%	-8%
Non PP	24	46%	34%	12%	8%	16%	-8%	21%	29%	-8%	46%	10%	36%
PP	21	33%	34%	-1%	5%	16%	-11%	24%	29%	-5%	33%	10%	23%
Within School Gap		-13			-4			3			-13		

Attendance and Safeguarding

Active case management tools continue to be implemented to ensure that the needs of the most vulnerable learners are being met holistically. Family services officers, joined up with whole SLT and SENco inclusion meetings.

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 Table Rockstars (Maths)	TTRS
White Rose Maths	White Rose
Developing Experts (Science)	Developing Experts Ltd.
Beanstalk Readers	Coram Beanstalk
Sing Up (Music Curriculum)	Sing Up
Kapow (Art & RE)	Kapow
La Jolie Ronde (French)	La Jolie Ronde

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

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

- embedding more effective practice around the monitoring cycle, pupil review meetings and feedback (EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils).
- utilising a DfE grant to train a senior mental health lead (Deputy Headteacher and SENP to access this). Also, through the Mental Health Support Team (MHST), referrals are made for families to work alongside parents/carers to support pupils. The Deputy Headteacher is working alongside professionals and identified families to ensure pupils receive the support they may require to meet their needs. 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 and reviewed why activity undertaken in previous years were successful or not had the desired impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of internal 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 have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.