

Whittle Academy - Pupil Premium Strategy Statement

School Overview

Detail	Data
School Name	Whittle Academy
Pupils in School	231 children on roll
Proportion of Disadvantaged Pupils	22%
Academic year or years covered by statement	2023-2026
Publish date	31 st December 2023
Review date	September 2024
Statement authorised by	Damien Sowerby, Headteacher
Pupil premium lead	Claire Jones, Disadvantaged Champion
Governor lead	Jane Durkin, Premiums Governor
No of PP children also SEND, EHCP, EAL	EAL (22) SEND (36) SEND and EAL (4)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (published by ESFA and updated in September 2022)	£68,172
School Led Tutoring allocation	£3,036
Recovery Premium allocation for 2022/23	£6,816
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,024

Part A: Pupil Premium Strategy Plan

Statement of Intent

Inspire Education Trust priorities:

Our priority is for every pupil to make good progress and achieve their full potential achieving high attainment in line with peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our intention is for every child to have the skills and mindset to overcome challenges and barriers to live life to the full as a child growing up in Coventry and Warwickshire and achieve individually.

Whittle serves a very diverse community with a number of children living in poverty. Children often start in Nursery and Reception significantly lower than national expectations, especially in early language skills. There is a clear, strong understanding by all staff of the multiple barriers facing disadvantaged pupils. Together with the highly effective pastoral support, we aim to support our disadvantaged pupils through the following key aims and objectives:

- Quality first teaching and feedback to narrow the attainment gap between disadvantaged and all other pupils nationally and within our own school's data
- Pupil Premium children should make or exceed national progress data
- For all our disadvantaged pupils to be supported academically, mentally, emotionally and socially so they can access a full curriculum and thrive and achieve every day at school alongside their peers

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our children to improve. Our priority for the pupils at Whittle is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment in line with their peers.

At Whittle our vision is that all children 'will soar beyond what they imagine possible'. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal, to ensure an aspirational mindset, where children show care for their learning and are equipped with the skills they need, emotionally, mentally, socially and academically to succeed and thrive in school and beyond. We do not believe that a single intervention provides the solution to the complexities of raising attainment for disadvantaged children and employ a multi-faceted approach to best meet the needs of our children.

All of our children benefit from the schools' universal offer, focused on high quality teaching and learning for all, ensuring effective differentiation and challenge in line with our school bespoke teaching and learning toolkit. Where the needs of our disadvantaged cannot be entirely met through our Universal offer, a range of bespoke, targeted interventions or wider strategies are adopted. The intervention depends very much on the needs of individual children, so this is by no means an exhaustive overview, but more of a reflection of some of the targeted interventions we have found to have impact previously.

Key to our strategy is the use of research to inform decision making, particularly in our choice of interventions. Our focus is on early intervention, all staff knowing and employing our strategy, taking responsibility for our disadvantaged children and the progress they make and that partnerships with parents are further cultivated to best support our disadvantaged cohort.

Challenges

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

Challenge	Detail of challenge
1	<p>Academic Progress & Outcomes within Writing and Maths Our data and assessments at the end of December 2023, shows a gap between disadvantaged and all children within Reading, Writing and Maths. There is currently a gap between disadvantaged and non- disadvantaged in their combined attainment. The gap in Reading is closing due to a highly focused approach to early Reading and Reading across the school. By the time children reach Year 6 (2023-24 academic) the gap is narrowing between dis and non-disadvantaged children. Reading ARE 45% v 65% non-disadvantaged, Writing ARE 45% v 60% non-disadvantaged</p> <p>Writing: Assessments, observations, and discussions with pupils suggest disadvantaged pupils often have greater difficulties with phonics and early reading. Home reading is not as regular, or as valued for some and reading for pleasure not as embedded. As children progress within KS2, this often translates into more difficulty with Writing composition through barriers with transcription often overwhelming and limiting the quality of the grammatical structures and overall composition of writing pieces.</p> <p>Maths: Assessments, observations, and discussions with pupils suggest disadvantaged pupils often have greater difficulties with their ability to become fluent in the fundamentals of Mathematics. Reasoning and solving mathematical problems by using and applying their mathematics continues to be an area of development for KS2 children moving forwards.</p> <p>Reading: Reading for pleasure and reading at home are not as embedded as the school would like. Greater promotion, incentives and clear expectations of parents from school is needed to ensure consistency for all pupils. Reading regularly should be a non-negotiable for all families. While reading remains a very high focus and visual presence in school, there must be clear expectations on parents/carers with senior leaders ensuring this takes place and, where it cannot, school take up the gap to ensure consistency for all.</p>
2	<p>Oral Language & Vocabulary On entry to Whittle Academy, GLD is lowest in Literacy with only 46.7% of children achieving this. The group most at risk is our disadvantaged children according to our data analysis. Within our Reception cohort (2023-2024), the percentage of children expected to achieve GLD is lowest in communication, language, and literacy. Through observation, staff and pupil voice, weaker language and communication skills are notable for our disadvantaged children across KS1 also. This has resulted in increased speech and language difficulties and increasing vocabulary gaps among many disadvantaged children. Moving forwards, there is now an increased focus on oracy within EYFS and KS1 planning, provision, and resources.</p>
3	<p>Knowledge to 'use and apply' within learning Being able to 'use and apply' knowledge within the Curriculum is empowering for children within the learning process. Less knowledge to draw on, often means that some of our children are more reluctant to actively get involved within the learning. This is evident from Reception through to KS2, At the end of Reception 57% of all children achieved GLD and only 20% of disadvantaged children achieved GLD. At the end of KS2, the attainment gap between all children and disadvantaged children was 30% lower in attainment. Moving forwards, the focus now must be on building, strengthening, and developing further knowledge with our disadvantaged pupils through retrieval practice and a deeper awareness of working memory limitations so gaps in knowledge & understanding diminish.</p>
4	<p>Wellbeing & Mental Health Our assessments, observations and discussions with children and families have identified social and emotional issues. These challenges particularly affect disadvantaged children, including their well- being and attainment. There are a high proportion of families living in poverty, with the involvement of social care and in need of pastoral support. The number of children being referred for safeguarding or mental health support has increased. Moreover, some of our children require additional provision regularly and are receiving bespoke individual planning and provision. A further 52 children are accessing emotional and social support through our Thrive provision, supporting their emotional development and resilience. Out of these 52 children, 15 children are disadvantaged (29%).</p>
5	<p>Attendance Our attendance data 2021-2022 was 92.5% for all children, and for disadvantaged children this was 91.8%, this results in a 0.7% difference. The pastoral team continue to work hard each and every day to support the bridging of this gap. Regular and rigorous tracking of attendance indicates a gap between the attendance of all children and the attendance of identified families, most often those with multiple barriers. For a minority of children, they have significant barriers to overcome to ensure regular attendance & punctuality.</p>

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve retrieval of knowledge and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved 'knowledge bases' among disadvantaged pupils through evidence of 'using and applying' knowledge appropriately. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Sustained improvement in phonic and early reading scores.	Pupil Premium children continue to match non-pupil premium in phonic attainment. This progress and reading confidence is maintained as children move through KS2.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Overall attendance is consistently line or better than national and local authority. • Persistent absenteeism and lateness is minimised and pupil attainment is impacted due to improved attendance.
To achieve and sustain improved parental engagement impacting on pupil attainment and progress.	Sustained high levels of parental engagement & wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • An increase in participation in parental workshops, Family Learning events and community events, particularly among disadvantaged families. • Parent surveys show increased confidence to know how to help their children with their home learning as well as improved relationships between home and school.

Activity in this academic year:

Teaching (i.e. CPD, recruitment and retention)

Budgeted cost: £31,614

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Pedagogy Toolkit</p> <p>Continued implementation of the revised Teaching and Learning Toolkit 2023 and research led learning to ensure consistent high quality first teaching for all (CPD). Teachers upskilled across the school with training. RWI and DSR focus in KS1. Whole Class Reading focus in KS2, Oracy, retrieval and Maths Mastery (Including HLTA upskilling)</p>	<p>Research indicates that high quality teaching can narrow the disadvantage gap. The benefit of the Early Career Framework, NQP programmes and effective training play a crucial role in improving classroom practice and pupil outcomes. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</p>	<p>1, 2, 3, 4, 5</p>
<p>Pedagogy Toolkit</p> <p>Training for all staff to ensure priority additional verbal</p>	<p>Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Feedback Overall +6 months</p> <p>Written Feedback +5 months</p>	<p>1, 2, 3, 4, 5</p>

<p>feedback, which is clear and purposeful to identified children.</p> <p>Feedback policy adapted and able to be used alongside verbal feedback. Marking codes and 'live' marking used to aid progress.</p>	<p>Oral Feedback +7 months</p>	
<p>Continual programme of training aligned to Read, Write Inc Phonics, DSR and fluency to secure stronger teaching of reading for all pupils. Timetables reflective of regular taught reading sessions.</p>	<p>Phonics approaches have a strong evidence-base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF Phonics Weblink EEF Phonics Overall +6 months Daily supported reader is an approach used in Year 1 to support early reading with a focus on comprehension and fluency. Phonics EEF (educationendowmentfoundation.org.uk) EEF Comprehension strategies +6 months Daily supported reader is an approach used in Year 1 to support early reading with a focus on comprehension and fluency. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF Oral language + 6 months</p>	<p>1, 4</p>
<p>Pedagogy Toolkit</p> <p>A focus on implementing retrieval practice strategies to support the children's knowledge acquisition and to strengthen the learning within Year Groups and across Year Groups.</p>	<p>Retrieval Practice strategy in which bringing information to mind enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge "out" and examine what we know. EEF Blog: Does research on 'retrieval practice' translate into... EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>

<p>Pedagogy Toolkit</p> <p>Continued focus on Oracy to support children's vocabulary and language development across a range of subjects Implemented in EYFS.</p>	<p>Oracy is key to children accessing the curriculum. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Pedagogy Toolkit</p> <p>Further develop effective modelling and demonstrating strategies with all teaching adults so children have the 'best models' to draw on when working independently.</p>	<p>The quality of the modelling and demonstrating of the core knowledge and skills within a lesson is arguably the most important factor in lesson quality by the Teacher/ HLTA/ TA leading the session. This links into metacognition and all children being aware of 'what they know' and how they will 'use and apply what they know' within the independent part of a lesson.</p> <p>EEF blog: Working with worked examples - Simple techniques to... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Modelling Independence - The 'Seven-step Model'... EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Further (academy) personalisation and development of the Maths curriculum aligned with maths mastery project.</p> <p>Aligned with NCTEM Maths Hub TRG.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Routinely embed assessment gap analysis techniques to know all children's next steps in learning, particularly in writing and maths. Termly assessment points. Teachers use gap analysis grids to inform planning. Continue to build for writing.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Crucial focus on plan, teach, assess cycle.</p> <p>Moving forwards, further strategic use of writing assessment data to inform planning and teaching focuses will ensure greater links and clarity within the plan, teach and assess writing cycle.</p> <p>Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF blog: Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>
<p>Thrive, outdoor learning and support for quality of social and emotional (SEL) learning will be routinely reviewed and developed. Learning Mentor leads Thrive sessions with children identified from action plans. Pastoral Lead supports identified families.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Embedding Thrive linked to the school values and ethos, supporting pupil self-regulation, Pastoral team targeted support, Thrive small groups and Forest schools.</p>	<p>4, 5</p>

Develop, through training, the skills of Teaching Assistants and HLTAs so that they more responsively meet the needs of all children.	<p>Whilst there has been a huge increase in the number of teaching assistants available in schools over the last 20 years, high quality training and deployment has been patchy. Linked to the below EEF research and the current needs of our pupil premium children, more honed deployment and knowledgebase of these staff will rapidly improve children academic performance, attitudes to learning and relationship with peers. This academic year will see HLTAs across Whittle Academy take part in a bespoke cross-Trust Teaching Assistant Programme. The programme will focus on sharing and utilising the latest research into feedback within the classroom, dialogic teaching as well as developing metacognition through effective modelling and demonstrating opportunities with the children.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
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Targeted academic support (i.e. tutoring, 1:1 support, structured interventions)

Budgeted cost: £38,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1: 1 reading targeted at disadvantaged pupils who require further phonics support. PP children identified in class Reading Records and focussed on for additional support. Reading</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p>To provide school-led tutoring for identified pupils prioritising Pupil Premium and disadvantaged including high attainers. Small group tutoring has taken place across year groups 2, 5 and 6 as a priority.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>One to one tuition is very effective although high cost. Research indicates that it is most effective when linked to normal lessons.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Use of Take 2 time so children 'keep up' to minimise the need for further intervention programmes.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. This year, the focus will be on using this time to share verbal feedback with children as ensuring that they use this feedback to impact on their learning immediately.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

Implementation of specific intervention for reading and writing in Key Stage Two. Fresh Start	Ensuring that all children become fluent in their Reading and Writing within KS2 is of utmost importance, particularly for our disadvantaged children or those falling behind. This year, the focus will be on 'closing this reading and writing gap' by using a systematic English intervention within Key Stage 2. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1
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Wider strategies (i.e. attendance, behaviour, wellbeing)

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number (s) addressed
Enhanced parent engagement through additional parent communication.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Moving forwards, additional parental workshops will be made available for Reading, Writing and Maths. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) EEF Parental Engagement +3 months	6 (all)
Use of Inspire Challenge Awards to support children's wider development and experiences	By 'Character', we mean a set of attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and development and experiences beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. Pupil Premium children in our setting tend to have less opportunities and exposure to enrichment type activities that help them develop their wider character and confidence for life. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) EEF Arts Participation +3 month	6,7,8
Subsidised trips, uniform and after school provision - Contingency fund for acute issues. Funding support where needed, school	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

fleece allocated. Funding support for trips. After School Clubs each term.		
Trial Breakfast Club provided for all targeted children (Summer 2024 onwards)	Free Breakfast Club offered to all FSM children to tackle persistent absenteeism, lateness, pupil self-regulation and prepare children for learning and interventions at the start of the day. EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk) Embedding principles of good practice set out in the DfE's Improving School Attendance guidance. EEF Social and Emotional Learning +4 months	9

Part B: Review of outcomes in the previous academic year

Review of 2022-23

Aim	Outcome
Academic Progress and Outcomes	Outcomes in writing and maths; writing was 5% below local authority attainment and 7% below national. This will remain an area of focus during 23/24 with increased support from the Trust teaching & learning team. A focus will remain on greater depth writers although with a recognition of the difficulty in achieving this. Writing training has been a focus during 22/23 and will remain so. In maths, 55% of pupils achieved the expected level which was below LA and national levels. Considerable coaching and development has gone into developing mastery teaching over 22/23 and it is expected that this will continue during 23/24. Reading was disappointing with 48% of children reaching the expected levels. 5 children who were expected to convert did not, being only a couple of marks short on scaled score. Reading has been priority number 1 for All and Pupil Premium children by school and Trust teaching and learning team to ensure rapid progress for all year-groups but particularly this year's Year 6 cohort.
Oral language skills	We identified oracy as a significant weakness. Children enter Early Years with lower than expected language skills, breadth of vocabulary and standard English. CPD and development of teacher pedagogy around Oracy has been planned as a school focus. Teachers have received training around developing and promoting oracy within the classroom. Reading for pleasure continue to be a focus and working alongside parents to support children in developing a love of reading. An oracy strand tracker is used from Nursery to Year 6 to identify core age related steps.
Phonics screening check	Children in Year 1 did not achieve the levels the school would like to see achieving 67%, in line or exceeding national attainment at 79%. This was hugely impacted by high levels of SEND. <i>SEND needs in cohort are 27%. Children who are PP and SEND 50%.</i> Monitoring during autumn term confirmed consistent phonics teaching. Any children not passing the phonics screening check are the focus of phonics interventions in Year 2. Pupils who did not pass are targeted for a pass by the end of Year 2 and are making rapid progress.
Knowledge to use and apply	There is a greater focus on children using and applying knowledge in the classroom and training throughout 22/23 has been focused on this. Retrieval training has been delivered regularly to ensure practises are embedded and children are knowing and remembering more. Equally, maths mastery has shown impact in teachers planning and delivery. Coaching and development will continue to reduce the gap between disadvantaged and their peers.
Wellbeing and mental health	The school serves a particularly deprived area, and this brings social and emotional difficulties with families who struggle living in poverty, accessing appropriate employment and training and the school works hard to engage parents and families. There are a number of children across the school who require additional mental health and wellbeing support through the pastoral team. The Pastoral

	<p>Manager coordinates groups and 1:1s through the Thrive approach and children are supported well. Additional to this, in 23/24 we are using a weekly outdoor provision specifically targeting pupil premium children to develop their social and emotional skills.</p> <p>Since a tragic bereavement of a Year 6 pupil in July 2023, additional support has been put in place to support pupils' emotional wellbeing. This will continue through 23/24.</p>
Attendance is regular, consistent and in line/better than national expectations. Persistent lates and absenteeism are reduced.	<p>Attendance showed levels continue to be slightly below national and local authority expectations. This year there was a reduced number of CMEs reported.</p> <p>School work hard to inform parents of when it is appropriate to keep children off school through mediums such as Attendance Newsletter, telephone calls and home visits. Attendance is a standing item on the weekly school newsletter and incentives for good attendance in postcards from the Headteacher where used where improvements were seen in attendance or punctuality. Initiatives implemented by school resulted in a number of disadvantaged pupils returning to consistent good attendance following intervention from school. Attendance remains a whole school priority for 2023/24 and beyond.</p>

Pupil progress scores for last academic year (2022/23)

Measure	Score
Reading at KS2	All pupils: -3.41
Writing at KS2	All pupils: -1.98
Maths at KS2	All pupils: -2.96

Further Information

Additional Activity

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

- Embedding more effective practice around challenge and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Significant CPD will be implemented to further support teaching and learning.
- We will offer an enhanced range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and childhood experience. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported particularly to participate in the Inspire Challenge Awards, a bespoke holistic homework programme for each year group. Whittle also offers the Inspire Challenge Awards as a homework and home/school liaison to give all children access to childhood experiences identified through National Trust 50 Things, DfE Activity Passport and closely matched to Inspire sequenced curriculum in History, Geography, Music, Art and D&T.

Planning, implementation, and evaluation

When planning our Pupil Premium strategy for 2023 to 2026, we identified through thorough monitoring and evaluation, a clear set of objectives to support disadvantaged pupils to move forward, make good progress and catch up to peers. We triangulated evidence from data and pupil progress meetings, flipped monitoring book scrutinies, conversations with parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and schools with a wide demographic within our Trust to learn from their approach and strategies and share best practice. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of social disadvantage over time on educational outcomes and how to address challenges to learning as a result of socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and took into account research from the EEF, research from Sonia Blandford and the National College. We used the [EEF's implementation guidance](#) to help us develop our strategy and the tiered approach to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We have put

a robust evaluation framework in place for the duration of our strategy to secure better outcomes for disadvantaged pupils and ensure they have every opportunity given to them to facilitate success, progress and attainment.