

# 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.

## School overview

Detail	Data
School name	Gateacre School
Number of pupils in school	1033 (11-16)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Gareth.Jones, Headteacher
Pupil premium lead	G.Jones Headteacher
Governor / Trustee lead	Steve Atkinson

## Pupil premium strategy statement

### Disadvantaged pupil performance overview for last academic year

Progress 8	-1.08
Ebacc entry	12%
Attainment 8	31.4
Percentage of Grade 5+ in English and maths	21%

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£519,900.00
Recovery premium funding allocation this financial year	£70,518.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£590,418

## Part A: Pupil premium strategy plan

### Statement of intent

Here at Gateacre School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

	Detail of challenge
1	<p>The <b>attainment</b> of disadvantaged pupils is generally lower than that of their peers.</p> <p>In 2019, the Attainment 8 gap between disadvantaged pupils and their peers was – 12.2 (PP 34.1 compared to 46.3 Non-PP). The Progress 8 gap between disadvantaged pupils and their peers was -0.39 (PP -0.69 compared to -0.30 Non-PP).</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962330/Learning_Loss_Report_1A_-_FINAL.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962330/Learning_Loss_Report_1A - FINAL.pdf</a></p> <p>We have drilled down further with specific focus on key areas:</p> <p>To secure recent improvements in Maths (17/18 – 18/19 Validated) with retention of key staff. Along with pedagogical development of Maths/Science and Geography departments to ensure high quality teaching and learning experiences for all.</p> <p>The Maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving.</p> <p>Assessments across the school in the last 2 years indicate that between 8-10% gap occurs between DS and Non DS in Maths. With final outcomes showing a P8 Maths gap of 0.30 between DS and Non DS</p> <p>The Science attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with extended writing questions and applying knowledge.</p> <p>Assessments across the school in the last 2 years indicate that between 4-8% gap occurs between DS and Non DS in Science. With final outcomes showing a significant VA gap of 0.60 (18/19 validated) between DS and Non DS</p>

	<p>The Geography attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with the human element of Geography and that of extended writing questions.</p> <p>Assessments across the school in the last 2 years indicate that between 3-7% gap occurs between DS and Non DS in Geography. With final outcomes showing a significant gap of 23% in grades 9-4 (18/19 validated) between DS and Non DS.</p>
2	<p><b>Reading comprehension</b> Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading than peers. With an average reading age gap of 9.4 months between disadvantaged and non-disadvantaged across years 7-11. This impacts their progress in all subjects and their ability to access the curriculum.</p>
4	<p><b>Metacognition</b> Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks</p>
5	<p><b>Wellbeing</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning, exams, worries about transition and their future-prospects together with the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils in relation to their emotional wellbeing and their attainment.</p> <p>This has been particularly evident with our current year 11 students. As a school we have increased the number and range of wellbeing activities . We have introduced a new support clinic in addition to our school counselling service, however this has a large waiting list .</p> <p>We have 68% of referrals for emotional support from that of disadvantaged students. 34/50. We have seen a 400% increase in referrals post covid compared to pre covid. Our waiting lists indicate 70+% of students waiting for support currently are disadvantaged.</p>
6	<p><b>Attendance</b> Our attendance data over the last 2 years before covid indicates that attendance among disadvantaged pupils has been between 5-6% lower than for non-disadvantaged pupils.</p> <p>29% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
<p>(1) Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By the end of our current plan in 2024/25, more of our disadvantaged pupils to be achieving higher A8 and P8 scores than in the past (2019 validated at A8 34.1 and P8 -0.69).</p> <p>The impact of this will close the internal gap between DS and Non-DS and make rapid progress towards national.</p> <p>With a particular focus on EBacc subjects of Maths, Science and Geography.</p> <p>We would aim for a A8 score of at least 37 and an EBacc average point score of 3.5 and a P8 of -at least -0.50 by 24/25.</p> <p>Disadvantaged students achieve top quartile for progress made by disadvantaged pupils amongst similar schools by summer 24/25</p>
<p>(2) Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests will hopefully demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Resulting in a reduced gap between chronological and reading ages, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>We hope to significantly narrow the current average reading age gap (9.4 months) across the school between disadvantaged and non-disadvantaged to below 5 months.</p> <p>Teachers recognise this improvement through engagement in lessons, student triangulation and book scrutiny findings. Students report improved reading habits.</p>
<p>(3) Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by a new KS3 homework knowledge organiser strategy which will improve metacognition and retrieval skills. This will also be seen in student voice, parental engagement and improved outcomes over time.</p>
<p>(4) To improve the support available wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Targeted interventions will demonstrate impact on pupil health and wellbeing.</p> <p>Student questionnaires will show that students feel happy and safe in school. Interventions are monitored and evaluated for impact.</p>

	<p>Behaviour interventions will show that pupils use the strategies they are taught and this will make an impact on their day to day experiences</p> <p>Students will have regular wellbeing sessions as part of their curriculum</p> <p>Pupils will have access to extra-curricular wellbeing activities</p> <p>Students will be able to access support for their wellbeing and mental health.</p> <p>Student voice will show that they know how to access this support and feel supported.</p> <p>Improved attendance of students identified as suffering with social and emotional issues</p> <p>Improved engagement in enrichment for students identified as suffering with social and emotional issues.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>(5) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being less than 5%, bringing PP students in line with the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced each term to bring the attendance of disadvantaged students in line with non-disadvantaged students.</p> <p>The gap will be no more than 3%. The percentage of all pupils who are persistently absent being below 13% (better than national) and the figure among disadvantaged pupils being no more than 12% lower than their peers (which is significantly better than the national average).</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: £81122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. CATS + English + Reading and spelling + wellbeing</p> <p>Training will be provided for staff to ensure assessments are carried out correctly and information is used for curriculum planning.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p> <p>£11,400</p>
<p>Supporting student wellbeing and mental health. Whole school and individual student need basis.</p> <p>School Counsellor time.</p> <p>CAMHS Alder Hey</p> <p>Career Connect</p> <p>Brooke Sexual Health</p> <p>PHSCE Resources</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>5</p> <p>£30000</p> <p>£604</p> <p>£15000</p> <p>£250</p>
<p>To improve disadvantaged student attendance across the school, by improved parental engagement and support from the EWO.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>6</p> <p>£233868</p>



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

Budgeted cost: £175319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Reading revolutionaries.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2  £4000 £38766
Small group intervention in the core subjects each morning. Along with 1:1 student support from core HoDs. The students are strategically identified via assessment data and key marginal groupings. The students are baselined on entry to the intervention and tested on exit to measure impact.	Small groups interventions: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3  £39930
Increase staff awareness of the barriers faced by disadvantaged students by improving communication of information between stakeholders and identify barriers to learning for disadvantaged students	Developing a culture of collective responsibility for disadvantaged pupils <a href="#">Durrington Research School</a>	All  £51390
Improve PA figure for disadvantaged students (29% in 2019 compared to 9% for non-PP).	The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="#">Improving school attendance:</a>	6  £8388
Career interventions for all students including those that are disadvantaged to increase employer engagement opportunities Purchase of XELLO Careers Software Morrisby Careers to provide careers information Advice and Guidance to students to raise	<a href="#">Careers education   EEF (educationendowmentfoundation.org.uk)</a>	1&5  £1194

<p>aspiration. Additional careers support with Qualified Careers Adviser for targeted students Business Partnerships Careers Fair</p>		<p>£13091  £5160 £400</p>
<p>Lockdowns and isolations have led to restricted access to career opportunities . A personalised approach is required with monitoring of disadvantaged students accessing this</p>	<p>Teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. <a href="#">Poorer young people more likely to have career aspirations that...   EEF (educationendowmentfoundation.org.uk)</a> Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. <a href="#">Social and emotional learning   EEF</a>  <a href="#">State of the Nation 2020-21: Social Mobility in Great Britain (publishing.service.gov.uk)</a></p>	<p>4&amp;5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF. <a href="#">Improving Literacy in Secondary Schools</a></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  <a href="#">Oral language interventions</a></p>	<p>2   £8000 £5000</p>

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

Budgeted cost: £333977

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for specific pupils who require support with regulating their behaviour and emotions.	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="https://www.eif.org.uk/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions-early-intervention-foundation-eif.org.uk">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	5  £107560
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6  £211417
Contingency fund for acute issues.	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  £15000

**Total budgeted cost: £590418**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### 21/22 Review

Our external exams during summer 2021/2022 suggested that the **attainment** performance of disadvantaged pupils was lower than in the previous 2018/2019 (Last valid data set) years in key areas of the curriculum.

Despite being on track during (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Mathematics maintained its 2019 outcomes with only a small drop in P8 to -0.65. English seen a larger drop from -0.53 2019 to -1.05 2022. Science VA also dropped from -0.71 2019 to -1.00 2022. The SPI for Geography was down from -0.61 2019 to -1.43 2022. These results together with other subjects meant that the school disadvantaged P8 was -1.08 down from -0.69 2019. A8 was down from 34.1 in 2019 to 31.4 for disadvantaged students in 2022.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. As well as student absence due to covid the school was also hit hard by staff absence with 466 supply days bought in over the school year 21/22. With such a high number of supply staff this will have also impacted on student outcomes across all subjects. The impact was mitigated by our resolution to maintain a high-quality curriculum.

Students engagement with **metacognition and self-regulatory** activities such as The Home-Learning project is intended to address the need for a coherent whole school approach to further student centred learning for all. It is centred upon a clear weekly time-table of events to ensure clarity of expectation regarding the setting of work for specific subject areas; knowledge organiser booklets are compiled to support home-learning founded upon retrieval. In doing so, processes of metacognition and a student's

generic ability to self-learn is encouraged to ultimately support long term academic outcomes.

Whilst initially impacted by Covid related interruptions the system has finally started to settle. All forms in year 8 (then Y7) have now had a complete year of the project. Engagement in the year 2021-22 was assessed by form teachers regarding both years 7 and 8. The data demonstrated a 50% degree of full engagement and a 20% cohort of those partially engaged; 30% of students did not engage.

Engagement was essentially initially founded upon intrinsic reasoning and behavioural routines. Extrinsic punishments for non-engagement were not employed. Support of engagement was furthered through a series of videos that were accessible by staff, students and parents in order that learning skills and understanding may be shared and developed so promoting development of metacognitive routines and long-term cultural change. Extrinsic motivation was engaged with in the form of certificates (Home-Learner of the week) and messages home to those who did or conversely, did not engage.

#### **Next Steps:**

The system is one that has evolved a good deal thus far. The process of review and development, however, is one which will continue over time.

For those who continually refuse to engage, detentions will be issued by the form teacher. Although an extrinsic form of motivation, this will help to support development of positive routines that will be further supported by learning outcomes at a subject level (class questioning, low stakes quizzes, summative assessments).

The launching of a Home-Learning after school club will help to remove barriers for those where learning at home is restricted. The afterschool club will also function to support those who require help and support from a SEND perspective. The club will be staffed by LSAs. Training has been planned and delivered to the LSA team.

Departmental Knowledge organisers have been redesigned with tasks built in to provide direction and variety; student voice revealed that simply revising from a knowledge-organiser was proving too much of a challenge for some students who lacked the learning skills and the ability to organise themselves productively. All departments have engaged well with this adaptation. Similarly, departments are increasingly adding

extension opportunities such as media links (e.g. QR codes) to support variety of engagement, challenge and learning.

The Listen Project has very recently been developed and included in recent knowledge organiser collections. This is designed to address vocabulary gaps but potentially more importantly, cultural gaps in knowledge. The Listen project makes use of staff and students as readers of text and QR codes to access the recordings on the school YouTube channel.

### **Literacy Interventions and Pupil Premium provision**

#### **Reading for Success**

The Reading For Success project provides quality reading material for all students coupled with training in the effective delivery of whole class reading via form tutors. Texts are selected for whole year groups – the project is currently confined to Y7 with Y8 to follow 22/23. The delivery of the project across other year groups is under discussion and will consider a variety of delivery models. The project is born out of the acknowledgement that 1 in 11 students surveyed by the National Literacy Trust claim they do not have a book of their own, rising to 1 in 8 students on the PP register. The long term plan for the project is that it will provide all students at Gateacre with access to quality literature and an expressive, engaging delivery of the material itself.

#### **Reading Revolutionaries & Toe-2-Toe**

The Toe-2-Toe programme, the explicit delivery of phonics based interventions by the SEND dept. targeting students with a reading age on entry of below 9, is followed by Reading Revolutionaries once that reading age is reached. RR pairs Y12 mentors with small groups of students to deliver group reading, focussing on the development of students' hearing and recognition of quality reading and giving them the opportunity to replicate it.

#### **Subject Anthologies & Word of the Week**

Although not specifically targeted towards the PP student cohort, the establishment and link between subject specific anthologies of literary material and the redesigned, subject focussed, Word of the Week aims to further the general exposure of all students to quality and relevant examples of literature and reading material. Literacy lessons have been embedded in most departments, in many cases explicitly, and are being used in conjunction with the Word of the Week project to ensure quality delivery of subject specific literary material.

#### **Reading Attitudes Survey and Reading Age Testing**

The quality assurance of the programmes of delivery 21/22 are principally assessed via Reading Age tests and Reading attitude surveys. The Reading Attitude survey delivered to Y7 in June and July of 2022 suggest that 23% of students hardly ever read outside of school emphasising the importance of the Reading for Success project and the classroom reading delivered in school. 66% of Gateacre students believe themselves to be average or better readers and this can be monitored as projects and interventions continue to be consolidated.

A sample taken from reading age tests delivered in June/ July 2022 and compared with reading age at intake suggest a progression of approximately 9 months in reading age across all students, however boys see a significant increase by 1 year and 2 months on average with some achieving more than 2 years. Mean reading age across Y7 is in line with calendar age – 28% of boys having a reading age of 14+ while 20% of girls tested have a reading age of 14+. Although on average PP students achieve close to the national picture at the same rate as non PP students, they are significantly over represented in the below average and very low achievement ranges for reading.

Overall **attendance** in 2021/22 was lower than in the preceding 2018/2019 (non covid years) at 84.9%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 80.64% higher than their peers who are not disadvantaged. Persistent absence for disadvantaged students was 46.86% higher than non-disadvantaged. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year and the previous year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have set up after school clubs for service children and enrichment activities such as music lessons and cultural visits. We have a weekly pizza lunch day for children who have a parent deployed. This supports friendships between service pupils.</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service	X% of all service children attended after school clubs.

pupil premium eligible pupils?	All service children attended class visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.
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## 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 feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies 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 a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.