

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Academy name	The Gateway Primary Free School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	168 (41%)
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 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Emma Pattison, Head of School
Pupil premium lead	Amanda Arnold, Deputy Head of School
Governor / Trustee lead	Hilary Hodgson, Chair of the Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,580
Recovery premium funding allocation this academic year	£ £26,535
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	£ 247,115

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged pupils make good progress and achieve high attainment across all areas of the curriculum, particularly in Maths and English.

As an academy our Academy Development plan has the following intentions, with the aim that support for disadvantaged pupils are catered for specifically through these intentions:

Intention 1: Have access to good quality teaching in every lesson, every day.

Intention 2: Be provided with high-quality (SEND) provision every day that directly meets any identified SEND/additional needs

Intention 3: Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community.

A wide range of extra-curricular activities develops young people's interests, well-being, creativity and social skills.

Intention 4: Talk confidently to a range of audiences in different contexts with clarity, age-related vocabulary.

Intention 5: Have a secure age-related understanding of mathematical concepts, can solve problems and apply these in real life contexts

Intention 6: Be safe, inspired, creative, connected and confident digital citizens [year 3-7]

Intention 7: Be empowered to achieve good personal development, behaviour and wellbeing.

Intention 8: Have an excellent start to their journey through the GLC across all aspects of learning and development through a unified approach to Early Years provision;

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- Strand 1 – Quality first teaching and learning. It is clear that high quality teaching is at the very heart of closing the attainment gap.
- Strand 2 – Education Recovery, supporting students whose education has been worse affected throughout the pandemic, including non-disadvantaged students.
- Strand 3 – The whole child, understanding “Maslow’s five-tier hierarchy of needs and the need to meet lower level needs (food, warmth, security, etc) and emotional needs (like friendship that provide a sense of belonging) before focusing on the next set of needs -esteem and a feeling of accomplishment, which are, of course, the prerequisite to self-actualisation when we can fulfil our potential. “Born To Fail, Sonia Blandford. It is imperative our disadvantaged students have all of the resources available to them that will allow them to access the curriculum

By using robust data, not assumptions about disadvantaged we are responding the individual needs of our disadvantaged pupils, our strategy strands complement each other and are most effective by staff working together and responding quickly and effectively to ensure that:

- Disadvantaged students have high quality teaching across all areas of the curriculum
- Targeted academic support that links classroom teaching to structured tutoring has a positive impact on student progress
- Whole child challenges that negatively impact upon pupil's academic progress and attainment are tackled quickly

#### Teaching and Learning

*Purpose: Strategically and rigorously use specific T&L strategies to accelerate progress for UDPs*

- Maintain high expectations and possibility thinking
- Know your UDPs (purple dots on books) and target questioning
- Prioritise verbal and written feedback (specific/explicit) in and outside of lessons
- Ensure pupils know their targets and next steps
- Invite pupils to 'Rise and Shine/Agree-Challenge-Extend'
- Provide clear modelling and use the 'Think out loud' approach

#### Key Workers:

*Purpose: Remove barriers to learning, encourage and reward pupils whilst maintaining high expectations of what they can achieve – No excuse culture!*

- All learning support assistants and inclusion staff will be a key worker for a group of UDPs (made explicit by the class teacher) relative to their year group/phase
- LSAs/inclusion staff will make daily contact with pupils in their group completing the 'key worker' checklist. Checklists will be kept in a folder and brought to the staff briefing at the end of the week for monitoring purposes
- Break down barriers for pupils, such as: supporting them to choose an appropriate reading book, by gaining access to an online learning tool by providing the username and password or access to a device
- Make direct contact with parents regarding any concerns, providing an appropriate balance of support and challenge

#### Learning Passports - Pupil Learning Ambassador (PLA)

*Purpose: To enable pupils to secure age-related expectations with basic skills as directed by the class teacher: Reading fluency, spelling of common exception words, handwriting and counting/number bonds/timestables*

- All staff in school will be an allocated PLA for 1 pupil (informing performance management targets) who they will meet with at least twice per week to provide an appropriate balance of support and challenge enabling them to make good progress

- The class teacher will add no more than 3 specific targets [during a core team meeting] to the tracking grid and meet with the PLA to discuss resources and strategies to support the pupil. Targets will be based around basic skills [fluency, timestables, spelling and handwriting] and will primarily be taken from those pre-populated in the pupil learning passport [see file path above]
- In week 2 of each half term, PLAs will meet with the pupil and parent [via Zoom] to review the previous targets and to share the new targets recorded on the tracking grid.
- PLAs will hold a 'midpoint' [week 4/5] review with pupils and parents [via Zoom]
- Staff will use a range of strategies to celebrate pupil achievement providing further encouragement, such as: Acknowledgement in assembly, certificates, reward stickers, written letter to parents, message sent via Class Dojo, etc

#### Targeted interventions:

*Purpose: To enable pupils to secure age-related expectations for reading, writing & maths by closing gaps in learning where they exist*

- Targeted interventions will take place in the afternoon lead by teachers, cover supervisors or LSAs, as agreed with phase leaders
- Targeted interventions will be well-planned, consistent and of a high quality to ensure maximum impact
- For maths, personalised learning checklists [PLCs] will be used to identify specific objectives and to inform the assessment & tracking of pupil progress:
  - Red: No/limited knowledge and understanding
  - Amber: Partial knowledge and understanding
  - Green: Secure knowledge and understanding
- The impact of targeted intervention will be measured through short pre/post assessments and main half termly assessments

#### Additional learning periods:

*Purpose: To enable pupils to secure age-related expectations for reading, writing & maths by closing gaps in learning where they exist*

- Additional learning periods will take place after school led by cover supervisors or LSAs, as agreed with the phase leader
- Additional learning periods will be well-planned, consistent and of a high quality to ensure maximum impact
- The focus will be on developing basic skills
- For maths, personalised learning checklists [PLCs] will be used to identify specific objectives and to inform the assessment & tracking of pupil progress:
  - Red: No/limited knowledge and understanding
  - Amber: Partial knowledge and understanding
  - Green: Secure knowledge and understanding

#### National Tutoring Programme

*Purpose: To enable pupils to secure age-related expectations for reading, writing & maths by closing gaps in learning where they exist*

- Targeted UDPs will receive tutoring remotely, after school from 3.00-4.00pm, as part of the National Tutoring Programme

Independent learning/home study

*Purpose: For pupils to practise and consolidate learning to embed this in the long-term memory*

- Where appropriate, pupils will be set ‘independent learning/home study’ tasks following interventions or additional learning periods
- This ‘additional and different’ learning will be set on pupil’s google classroom or there may be a specific google classroom set-up for a specific intervention or additional learning period
- Typically, there will be a video [White Rose/Other] for pupils to watch and an independent learning activity you will require pupils to complete by the deadline given. Independent learning tasks can be reviewed during subsequent interventions or additional learning periods

**Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of Reception.
2	Parental support for their children’s learning can be challenging for all parents. Some parents are often unable to support their children’s learning at home for a range of reasons, including lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home and for some parents high levels of EAL in the family.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	<p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
4	<p>Data indicates that there is a gap between the achievement of all pupils, disadvantaged pupils and those pupils who are not disadvantaged.</p> <p>Disadvantaged pupils are not performing as well as their peers, however, all year groups and subjects are below target, other than Year 6 GDS reading (at target) Year 3 EXS reading (at target)</p> <p>Year 2 – gap is closing between PP and non-PP for Reading &amp; Maths.  Year 3 – Reading – amount of PP chn at ARE is increasing and the gap is closing. Maths – amount of PP chn at ARE is increasing but the gap is widening.  Year 4 – Reading &amp; Maths – amount of PP chn at ARE has decreased and the gap is widening.  Year 5 – Reading – amount of PP chn at ARE has decreased and gap is widening. Maths gap is closing.  Year 6 - Reading &amp; Maths – amount of PP chn at ARE has decreased and the gap is widening</p> <p>The National tutoring programme was introduced in year groups 3-6, with at least 80% of disadvantaged pupils invited, attending the sessions.</p> <p>At the end of KS2 65% of disadvantaged pupils are predicted to achieve combined for reading, writing and maths in comparison to 76% (all) and 83% (non-disadvantaged.)</p>
5	<p>Our attendance data over the last 6 years indicates that attendance among disadvantaged pupils has been between 0.4% to 2.7%, lower than for non-disadvantaged pupils.</p> <p>15% of disadvantaged pupils have been ‘persistently absent’ compared to 9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
6	<p>Our observations, student feedback and analysis of data indicate that many a number of lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, notable when asked to apply factual knowledge to a related topic question or solve a problem. This is a barrier to reaching termly targets.</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
<u>Intention 1:</u> Have access to good quality teaching in every lesson, every day.	The quality of education at each Progress Board is judged as follows [including the practice of teachers, LSAs and inclusion staff] GPFS Good
<u>Intention 2:</u> Be provided with high-quality (SEND) provision every day that directly meets any identified SEND/additional needs	All published end of key stage targets for SEND are achieved; PI <ul style="list-style-type: none"> <li>• The leadership of SEND is judged to be good in each school;</li> <li>• 90% of all individual EHCP targets are achieved;</li> <li>• All interventions demonstrate clear progress from a baseline.</li> </ul>
<u>Intention 3:</u> Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. A wide range of extra-curricular activities develops young people's interests, well-being, creativity and social skills.	At least 60% of all young people [in year 1 of the initiative] have taken part in an extra – curricular activity during the year.  A termly review in each school will judge the curriculum to be good.
<u>Intention 4:</u> Talk confidently to a range of audiences in different contexts with clarity, age-related vocabulary.	95% of pupils will meet the physical, linguistic, cognitive, social and emotional oracy framework objectives [a random sample of pupils will be evaluated at each Progress Board]. Those who don't achieve the standards will have identified barriers to learning.  All children on a speech and language programme will make sustained rapid progress from a baseline assessment [shown through termly assessments].
<u>Intention 5:</u> Have a secure age-related understanding of mathematical concepts, can solve problems and apply these in real life contexts	Mathematics end of key stage attainment and progress targets for all pupils [including disadvantaged and SEND] are achieved;
<u>Intention 6:</u> Be safe, inspired, creative, connected and confident digital citizens [year 3-7]	70% of pupils complete the Bronze Level of the GLC Passport 90% of homework is submitted

<u>Intention 7:</u> Be empowered to achieve good personal development, behaviour and wellbeing.	End of year GLD and phonics targets are achieved.
<u>Intention 8:</u> Have an excellent start to their journey through the GLC across all aspects of learning and development through a unified approach to Early Years provision;	End of year GLD and phonics targets are achieved.

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: (£111,143.60)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classes to be split into three classes of 20 with a qualified teacher in each during the mornings	Strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,4,6,7
Afternoon sessions to have the third teacher running targeted interventions for identified children.		
Training & development for teachers and learning support assistants leading the Read Write Inc phonics programme  Resources and development for parents to best support their child with phonic knowledge	A whole-school approach to CPD using phonics to improve attainment at KS1 reading,  <a href="https://educationendowmentfoundation.org.uk/projects-and-">https://educationendowmentfoundation.org.uk/projects-and-</a>	1,2,4,6



<p>(The sounds that letters make)</p> <p>Use of RWI spelling programme to ensure the spelling of CEW increases throughout the year.</p>	<p><a href="#">evaluation/projects/read-write-inc-phonics</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Support UDPs in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons [supported by Teacher Walk-thrus]. This will be developed through CPD sessions.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3,4,6,7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, to attend Academy planning sessions (including Teaching for Mastery training).</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1,4,6</p>
<p>Development of “hands-on” learning opportunities</p> <p>Supplemented trips and experiences to enhance learning opportunities</p>		<p>1, 2,3, 4, 5,6 7</p>
<p>Part funding for Deputy Head Salary responsible for disadvantaged pupils</p>		<p>1, 2, 3, 4, 5, 6, 7,</p>

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

Budgeted cost: £ [20176.40]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted ALPS and interventions [After School Learning Provisions] in each year group, targeting children for basic skills within reading and maths, speech, language and communication.</p>	<p>Strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,4,6</p>
<p>Targeted UDP [Underachieving Disadvantaged Pupils] are closely monitored and given additional support through Learning Passports or by a Key Worker. Strategies in class such as:</p> <p>Targeted questioning, maintaining high expectations and possibility thinking, explicit and verbal/written feedback</p> <p>The implementation of pupil learning passports, including: Printing cost, parent &amp; pupil introductory &amp; review sessions and rewards for completion.</p>	<p>In school evidence suggests that those children targeted in lessons improve their attainment and outcomes. Quality verbal feedback is vital:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,3,4,6,7</p>
<p>Subscription to the Pixl (Partners in Excellence) Programme</p>		<p>1,4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	<p>4</p>

mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
The implementation of peer to peer mentoring for yrs 4 and 6: including payment of mentors	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3, 6

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

Budgeted cost: £ [95,004]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Open door in school counselling service Staff training: Counselling qualifications  Universal and targeted intervention strategies to support parents: Coffee morning information sessions/Adult Education	Raising aspirations is often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:  1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and	3

<p>Pupil leadership roles &amp; development: Health advocates/Peer mentors/Play leaders/Mini-medics (In partnership with The Thurrock School Sport's Partnership)</p>	<p>3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</p> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	<p>3</p>
<p>Hardship fund: Uniform/Equipment/Resources</p>		<p>2, 5</p>
<p>Part funded Educational Welfare Officer</p>	<p>The <a href="#">Education Policy Institute 2020 report</a> has indicated that the disadvantage gap has stopped closing for the first time in over a decade. Last year, the Education Policy Institute predicted it would take <a href="#">560 years</a> for the gap to close. However, this year's data suggests that the gap is no longer closing at all. Strikingly, evidence shows that the narrowing of the gap was stalling prior to COVID-19 impacting the education system. Primary school data show that the disadvantage gap has <a href="#">increased for the first time since 2007</a>.</p>	<p>2,3,4,5</p>
<p>Part funded attendance ambassadors</p>		
<p>Incentives and rewards</p>		
<p>To implement rewards in order to improve attendance and punctuality across the academy in line with national figures post COVID.</p> <p>Work with parents to engage children to value their education, ensuring tracking of disadvantaged pupils are consistent.</p> <p>Ensure children with poor attendance are engaging with breakfast club.</p> <p>Implement an engaging breakfast Club.</p> <p>Education Welfare Assistant part salary.</p> <p>Resources for children isolating due to COVID-19 [Google classroom].</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	<p>2,3,4,5</p>

<p>Funds for school mini-bus transport to support families with travelling to school in certain circumstances.</p>		
<p>Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- University seminars</li> <li>- University visit</li> <li>- Assignment</li> <li>- Graduation event</li> </ul>	<p>Pupils are provided with new experiences and opportunities which contribute to their wider life experiences. Pupils are motivated &amp; engaged in learning experiences Pupils' knowledge, skills &amp; understanding increased as a result of opportunities &amp; experiences. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>4,6,</p>
<p>Part funding of the Royal Opera House Trailblazer Project. Opportunities include:</p> <p>Curriculum enrichment opportunities &amp; school visits. This includes the following:</p> <p>School Trips and Resource Educational Visits Residential for Year 6 Artsmark</p>	<p>Pupils are provided with rich cultural experiences as detailed. Pupils benefit from the opportunities provided as part of their wider life experiences. Pupils raise their aspirations and continue areas of interest. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>2,3,4,5</p>

**Total budgeted cost: £ 226,324**



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

### Pupil premium strategy outcomes

*For the academic year 2020/21 our internal data indicates that the performance of our disadvantaged pupils is below that of their peers.*

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

The table below outlines some of the impact from the previous academic year. We are clearly aware that the performance and attainment of our disadvantaged pupils is lower than others.

#### Pupils' attainment for last academic year

		Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment <b>Expected +</b>	Reading	54%	71%	17%
	Writing	73%	86%	13%
	Maths	62%	80%	18%
		Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment <b>Greater Depth</b>	Reading	8%	11%	3%
	Writing	12%	26%	14%
	Maths	0	26%	26%
		Disadvantaged pupils	Other pupils school	Difference
	Year 1 Phonics	52%	59%	7%

#### Disadvantaged pupils/ End of Key Stage 2 targets for the current academic year

		Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment <b>Expected +</b>	Reading [GA English]	44%	71%	27%
	Writing	44%	84%	40%
	Maths	50%	76%	26%
		Disadvantaged pupils	Other pupils / school	Difference

End of Key Stage 2 attainment <b>Greater Depth</b>	Reading [GA English]	11%	13%	2%
	Writing	6%	26%	20%
	Maths	6%	3%	+ 3%
		Disadvantaged pupils	Other pupils school	Difference
	Year 1 Phonics	71%	72%	1%

We are also highly aware of the impact on our pupils' wellbeing and mental health due to the pandemic and this is particularly prevalent amongst our disadvantaged pupils. We used pupil premium funding to provide support for targeted pupils, which is heavily weighted towards support for our disadvantaged cohort. We are building upon this approach in our current plan and fully aware of the challenges this presents.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last 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, digital support and food parcels where required. We are building on that approach with the activities detailed in this plan.

### 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
National Tutoring Programme Year 5	Third Space Learning
National Tutoring Programme Years 3, 4 and 6	Pearson



## Further information (optional)

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.
- utilising a [DfE grant to train a senior mental health lead](#). 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 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 schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of 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.