

Pupil premium strategy statement – Whitley Memorial C of E Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	232 218 excluding nursery
Proportion (%) of pupil premium eligible pupils	38% 40% excluding nursery
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	25/26, 26/27, 27/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Stephanie Roome
Pupil premium lead	Victoria Hansen/Stephanie Roome/ Paula Townsend
Governor / Trustee lead	Chris Peart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for pupil premium children are to ensure that no matter their starting point, they still reach or stretch beyond their God given talent and achieve on a par with their non-disadvantaged peers. As a school, we aim to continually advocate the profile of pupil premium children, ensuring they are represented proportionally within school life and ensuring they are at the forefront of the school's vision. All stakeholders in school accept responsibility for all pupils and recognise that many children may require additional support in order to reach their full potential, whether this be pastoral, social or academic nurturing.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that pupils learn best when they attend school regularly. However, attendance of the pupil premium group is lower than those not in receipt of pupil premium funding. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families by providing exciting learning - including access to forest school and a wider personal development curriculum. Our school attendance officer, along with school leadership, work with families to actively support and encourage good attendance in school.

To ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

40% of our pupils are in receipt of pupil premium funding and of those 33% (29 children) are identified as having special education needs. In all cases, we strive to ensure all of our pupils make at least expected progress in their learning. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional interventions through one to one or small group teaching. We have access to specific interventions based on children's gaps in learning from our termly summative assessments.

We recognise that our pupil premium pupils are not meeting expected standards and that pupils in EYFS have low starting points, notably with communication and language. Due to this, we have worked and continuing the principals of RADY (Raising the attainment of disadvantaged youngsters), to ensure that we are committed to setting and achieving high aspirations for all disadvantaged children.

To ensure that the personal development curriculum for those in receipt of pupil premium funding is well-rounded and provides experiences that prepares children to be global citizens.

At Whitley Memorial C of E Primary School we know that pupils must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have ensured that high quality provision is in place for children which provides enrichment and experiences to equip them for their educational journey. Beyond this, we are working to build a personal development programme which focuses on the broader educational needs of the pupils in our community- this aims to enrich the pupils' experiences, prepare them for wider life, build their capacity to be more tolerant of different faiths and beliefs and support them in becoming emotionally resilient.

Challenges

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

Challenge number	Detail of challenge
1	Attendance The percentage of disadvantaged children attending school regularly is below national average and below that of their non-disadvantaged peers. This provides difficulties with regards to understanding the sequence of learning; creating gaps in learning and continually widening the education gap. Attendance of those targeted previously has improved but new cohorts offer new challenges.
2	Phonics Attainment Phonics attainment of disadvantaged pupils (27.3%) is behind that of their non-disadvantaged peers (76.5%). Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the Early Years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.
3	Maths, Reading and Writing There is a significant difference in the outcomes of disadvantaged children to non-disadvantaged children in the Key Stage Two statutory assessments with only 12% of pupil premium children achieving a combined expected standard in Reading, Writing and Maths. Furthermore, this shows disadvantaged achievement compared to non-disadvantaged peers in each subject: 44% compared to 51.9% KS2 Reading 32% compared to 70.4% KS2 Writing 16% compared to 66.7% KS2 Maths This attainment is consistent across school from all of the summer summative assessments.
4	Personal Development Within our community, children from disadvantaged backgrounds tend to have less opportunities to engage in experiences outside of school or outside of their immediate community. This can impact them educationally and emotionally because they cannot draw on the wider experiences to support their learning and understanding.

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
To reduce the gap between disadvantaged pupils' attendance and non-disadvantaged.	<ul style="list-style-type: none"> The PP attendance figure will improve from last academic year. Persistent absentee levels will be lower than last academic year.
To improve the outcomes of disadvantaged children in phonics by bringing their outcomes in line with those who are not disadvantaged children.	<ul style="list-style-type: none"> Increased percentage of children from disadvantaged backgrounds achieving national standards in the KS1 Phonics Assessment. Increased engagement with parents and children reading at home. Assessing and adapting interventions according to the impact.
A year on year improvement in the school outcomes of disadvantaged students.	<ul style="list-style-type: none"> Consistent and confident delivery of the maths curriculum Consistently teaching a full broad and balanced curriculum. Improved awareness of disadvantaged pupils and teachers making a conscious effort to use assessment for learning strategies to address gaps in learning. Improved outcomes for disadvantaged students in fortnightly arithmetic assessments. Improved outcomes across all subjects for disadvantaged pupils. Adaptations and scaffolds in place to uplift disadvantaged children at all points of learning. Children engage positively with reading Pupil voice demonstrates enjoyment and increased confidence across the curriculum.
Enhance pupils' personal development through a structured curriculum and diverse opportunities for exploration and growth.	<ul style="list-style-type: none"> To proportionally represent disadvantaged children in all aspects of school. A wide variety of extra-curricular activities available and attended by disadvantaged children Pupils being provided with a wealth of experiences e.g. forest school, visits to religious places etc

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£85,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (<i>Hodder Education, AR Reader and TTRS</i>)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p> <p>Purchase Of Shine Interventions to address gaps in learning</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3
<p>Purchase into Read Write Inc Subscription, and access to the RWI portal, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Curriculum Management time for phonics lead to support staff development and consistency in delivering phonics. For phonics lead to engage with the RWI advisor.</p> <p>Purchase of further RWInc books to ensure levelled home reading books for all children using the Read Write Inc programme to ensure children have access to high quality decodable books that match and maintain fidelity to our scheme.</p> <p>Full staff training on RWI Phonics to ensure consistency of approaches and to ensure all members staff can teach RWI or apply this in their English sessions to address GAPs in learning with disadvantaged pupils.</p> <p>Coaching time for Phonics leads to ensuring fidelity to the programme across all staff.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3
<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 and CPD</p> <p>Curriculum Management time for Maths leader to ensure consistency</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>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

<p>across school and to provide coaching as necessary to staff.</p> <p>Numbots used in KS1.</p> <p>TT Rockstars to support engaging learning towards standardised tests in multiplication facts.</p> <p>Use of Testbase learning to assess arithmetic skills.</p> <p>Use of White Rose Maths for curriculum progression.</p> <p>Engaging with NCEA Maths Lead (GR) to develop the maths curriculum. Time out for maths lead for curriculum development, monitoring and training.</p>	<p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Enhance provisions made in English curriculum and teaching in line with the Telling the Story: The English Subject report and The Writing Framework.</p> <p>CPD for teachers on planning for disadvantaged pupils.</p> <p>Release time for the English Subject leads to supporting teachers with coaching and planning.</p> <p>English lessons to meet the needs of all children.</p> <p>Implementing a consistent approach to handwriting and spelling.</p> <p>Regularly reviewing texts to check for suitability and to ensure progression across the school in line with The Reading Framework.</p> <p>Ensuring AR reading is used regularly and monitoring how teachers are addressing gaps are improving pupil's ZPD.</p> <p>Continuing protected story time in school and providing CPD surrounding this to ensure engagement from most pupils.</p>	<p>Telling the story: The English subject report https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Preparing for Literacy EEF Improving Literacy in KS1 EEF Improving Literacy in KS2</p> <p>The Writing Framework</p>	<p>2,3</p>
<p>Zones of Regulation to be introduced as a whole school approach to emotional resilience and wellbeing.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later</p>	<p>4</p>

<p>ELSA interventions to be delivered by trained staff</p> <p>Coregulation strategies, sensory provision and movement/sensory circuits to be introduced into routine educational practices and supported by professional development and training for staff to deliver Zones of Regulation.</p> <p>Updating of Forest School Site; clearing of site, felling trees.</p> <p>Release time for Forest School Lead to do a Forest School session per term.</p> <p>Release time for PD lead to work with another local school on creating a sustainable assessment for the PD curriculum.</p> <p>Development of a PD curriculum to support our key focuses. Training and release time for our PD lead</p>	<p>life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(e ducationendowmentfoundation.org.uk)</p> <p>Forest School and outdoor learning has a positive impact on mental health and wellbeing. School is very lucky to have its own forest school and this is a valuable resource to be taken advantage of in school.</p> <p>Personal, Social and Emotional Development</p> <p>ELSA</p> <p>Zones of Regulation</p>	
<p>Using RADY principals to raise the attainment and profile of disadvantaged children.</p> <p>CPD for all staff on inclusive practises e.g. Zones of Regulation, Ordinarily Available Provision, Creating a Sensory Classroom and others</p> <p>Management time for Inclusion Lead to monitor practises and implement changes</p>	<p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p> <p>Unlocking the Potential Power of Pupil Premium</p> <p>Ordinarily Available Provision</p> <p>EY Ordinarily Available Provision</p>	1, 2, 3, 4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group maths and English interventions based off GAPs in learning from the Hodder Assessments - Shine interventions	https://help.hoddereducation.co.uk/hc/en-gb/articles/21050361608477-Shine-Interventions	1,3

	<p>https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-short-to-boost-pupil-progress</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF</p> <p>https://educationendowmentfoundation.org.uk/news/one-to-one-tuition</p>	
Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. Teaching Assistants to deliver 1-1 daily phonics sessions for the lowest 20% of readers in each class.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Speaking and Listening TA in EYFS to deliver interventions based on teacher assessment: Launchpad to Literacy, Talk Boost and Early Talk Boost, 1-1 Phonics interventions for lowest 20% Speech and Language Buy into SLA (Service Level Agreement) to provide Speech Therapy Assessments to targeted children in school. They will set targets and activities to be carried out by a trained TA within school Trained Teaching assistant to deliver Speech and Language activities within school to support targets provided by Speech Therapist.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF https://educationendowmentfoundation.org.uk/news/oral-language-interventions Speech and Language impacts all areas of the curriculum. It has an effect on Social and Emotional wellbeing, phonics attainment and in turn reading, writing and maths. Identifying and prioritising children who require support in speech and language as early as possible is essential to ensure progression across all areas of the curriculum. Assessment is a specialist field and required to set appropriate interventions to ensure maximum progress. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,3
Three weekly attendance meetings Parental meetings to support with attendance Engagement of EWO, phone calls home to persistent absentees. Remove financial barriers to learning by paying for or subsidising residential, educational visits and music lessons. Bus subsidies and access to sporting opportunities allow	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1

all children from disadvantaged background equal access to opportunities.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club staffing will ensure the regular running of a breakfast club, combined with funding secured from Greggs. This will impact attendance and punctuality and ensure every child who needs it has access to a nutrition breakfast to have the best start to the morning and be learning ready.	The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast. Breakfast clubs EEF Magic Breakfast	1
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF educationendowmentfoundation.org.uk	1, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve. Continue to develop incentives for high and improved attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance Guidance The EEF is undertaking a rapid review of attendance strategies and any further up-to-date information from the EEF will be taken into account as soon as it is available. EEF Rapid Review for Attendance Protocols Financial barriers can impact children's opportunities to take part in curriculum enrichment opportunities. Removing these levels the playing field for pupils from disadvantaged backgrounds. EEF Guide to Pupil Premium	1
Tapestry Regularly meeting with parents to inform them about learning in school, such as the phonics meetings and	Evidence suggest that engaging parents in learning and having communication with school has a positive impact on children's achievement in school. EEF Parental	1

reading meetings. Provision of materials for meetings.	<u>Engagement</u> <u>Working with Parents to Support Children</u>	
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.	

Total budgeted cost: £160,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievements in Early Years Foundation Stage (EYFS)

- The school achieved a Good Level of Development (GLD) of 75%, significantly above the national figure of 51.5%. Disadvantaged pupils in EYFS achieved higher outcomes than disadvantaged pupils nationally, demonstrating the positive impact of early identification, targeted intervention and effective use of Pupil Premium funding.
- Outcomes for disadvantaged pupils across EYFS were consistently strong, with FSM children achieving at or above national averages in several Early Learning Goals, indicating successful support in closing early attainment gaps.
- In Expressive Arts and Design, 100% of disadvantaged pupils achieved the expected standard in both *Creating with Materials* and *Being Imaginative and Expressive*, reflecting the impact of high-quality provision and a language-rich, creative curriculum.
- Physical Development outcomes for disadvantaged pupils were particularly strong, with 100% achieving the expected standard in Gross Motor Skills and 87.5% in Fine Motor Skills, exceeding national benchmarks.
- In Understanding the World, 87.5% of disadvantaged pupils achieved the expected standard across *Past and Present*, *People, Culture and Communities* and *The Natural World*, demonstrating the effectiveness of curriculum enrichment and experiential learning.
- Overall, the data indicates that Pupil Premium-funded strategies in EYFS are effectively supporting disadvantaged pupils to achieve well, ensuring strong foundations for learning and readiness for Key Stage 1.

Phonics Outcomes

- Phonics outcomes were below school and national expectations, particularly for disadvantaged pupils. Overall, 57.1% of pupils met the expected standard, compared to 80% nationally. Outcomes for disadvantaged (FSM) pupils were significantly lower, with 27.3% achieving the expected standard, compared to 68% nationally.
- Disadvantaged pupils entered Year 1 with comparatively stronger early literacy foundations, as evidenced by EYFS outcomes, where 75% of FSM pupils achieved the expected standard in word reading, above the national figure (60.9%). This indicates that underachievement in the Phonics Screening Check was not due to weak starting points but reflects barriers to progress during Year 1.
- Gaps between disadvantaged and non-disadvantaged pupils widened during Year 1, with non-FSM pupils achieving 76.5%, compared to 27.3% for FSM pupils. This highlights the need for more intensive and precisely targeted phonics support for disadvantaged learners.

Phonics Interventions and Response

- The school has received English Hub support and additional RWI guidance. Despite rigorous interventions, disadvantaged pupils did not make the expected progress in the Phonics Screening Check.
- In response, we have:
 - Retrained the whole school on phonics delivery to ensure consistent, high-quality teaching.
 - Heightened RWI support, including adherence to the scheme's recommended monitoring processes.
 - Adjusted the timing of phonics lessons, moving them to after morning worship to address late arrivals and maximise engagement.
 - Continued to implement one-to-one and small-group interventions for targeted pupils, ensuring focused support for disadvantaged learners.

- Maintained high-fidelity delivery of twice-daily phonics sessions and increased opportunities for overlearning, repetition and application of skills.
- Attendance, concentration, and retention of learning remain contributing factors for some disadvantaged pupils. Targeted pastoral and academic support are being implemented to reduce these barriers.
- Phonics remains a key priority within the Pupil Premium Strategy. The school continues to stick closely to the RWI scheme, using the monitoring and assessment processes suggested, with a clear focus on accelerating progress for disadvantaged pupils.
- Next steps include:
 - Refining intervention precision to ensure pupils make rapid gains.
 - Strengthening home–school phonics support.
 - Maintaining high-fidelity RWI implementation.
 - Continuing targeted small-group and one-to-one sessions to close gaps in phonics attainment.

Key Stage 2 (KS2) Results

At KS2, disadvantaged pupils performed significantly below their non-disadvantaged peers. Specifically:

- Combined RWM: 24% of disadvantaged pupils achieved the expected standard, compared with 63% of non-disadvantaged pupils.
- Reading: 32% of disadvantaged pupils met the expected standard, compared with 70% of non-disadvantaged pupils.
- Writing: 16% of disadvantaged pupils met the expected standard, compared with 67% of non-disadvantaged pupils.
- Mathematics: 12% of disadvantaged pupils met the expected standard, compared with 48% of non-disadvantaged pupils.
- Higher standard: No disadvantaged pupils achieved the higher standard in reading, and very few in writing (4%) or mathematics (0%).

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	220	92.9%	94.9%	Below	In line	High - FSM
2023/24	244	92.5%	94.5%	Below	Relative improvement	High - FSM
2022/23	236	92.0%	94.1%	Below	Relative decline	High - FSM, High - SEN
2018/19	217	95.0%	96.0%	Below	Not available	-

► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	97	90.2%	92.6%	Below	Relative decline	High - FSM
2023/24	111	89.7%	92.0%	Below	Relative decline	High - FSM
2022/23	106	90.5%	91.6%	Close to average	Relative improvement	High - FSM, High - SEN
2018/19	67	93.1%	94.4%	Below	Not available	-

► [Chart](#)

Persistent absence

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	220	25.5%	14.3%	Above (sig+)	No sig change	High - FSM
2023/24	244	23.4%	14.6%	Above (sig+)	No sig change	High - FSM
2022/23	236	25.8%	16.2%	Above (sig+)	Sig increase	High - FSM, High - SEN

2018/19	217	9.2%	8.2%	Close to average (non-sig)	Not available	-
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► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	97	42.3%	24.4%	Above (sig+)	No sig change	High - FSM
2023/24	111	36.0%	27.1%	Above (sig+)	No sig change	High - FSM
2022/23	106	31.1%	29.3%	Close to average (non-sig)	Sig increase	High - FSM, High - SEN

2018/19	67	16.4%	16.1%	Close to average (non-sig)	Not available	-
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► [Chart](#)

Overall attendance is improving relative to national trends

- Although overall attendance remains below national, the school has shown relative improvement in 2023/24 and remained in line with national trends in 2024/25.
- This suggests that recent attendance strategies have begun to stabilise whole-school attendance.

FSM6 attendance shows long-term decline but recent stabilisation

- FSM6 attendance remains well below national, with two years of relative decline (2023/24 & 2024/25).
- However, the rate is now more stable and the school context (high FSM intake) must be considered when evaluating comparative performance.

Persistent absence is significantly high but no longer worsening

- Across all pupils, FSM6, and SEN cohorts, persistent absence is significantly above national.
- Importantly, there has been no significant change in the last two years, indicating that the sharp increase seen in 2022/23 has been halted.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for 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, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 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.