

# Morton CE Primary School

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
School name	Morton CE Primary School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	15.2%
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	July 2022
Statement authorised by	George Trafford
Pupil premium lead	George Trafford
Governor / Local Council Member responsible for disadvantaged pupils	Sue O'Riordan
Trust Lead for disadvantaged pupils	Vicky Matthews (SEA) Tamara Allen (DCEO)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,034
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£46,094</b>

## Part A: Pupil premium strategy plan

### Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. Our school values statement is 'Respect, Believe, Enjoy, Achieve, this is no more apparent and vital as it is with the support that we give to our most disadvantaged children. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

**This statement of intent is in line with our school development plan and existing practices to ensure sustained impact.**

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

Challenge number	Detail of challenge
1	We have identified a language gap in pupils not only on entry into school but also into Key Stage 1 which is more prevalent in the pupils who are disadvantaged. The vocabulary gap has been identified through assessments, book study, observations and discussions.
2	We have identified disadvantaged pupils as having increased chance of having difficulties with phonics than pupils who are not disadvantaged. This difficulty has a detrimental impact how they develop as a reader, which can in turn hinder their love of reading as well as their ability to access the wider curriculum and make progress in all other subjects. We are committed to closing the gap for children in Key Stage and will provide intervention for children at risk of falling behind in Key Stage 2.
3	Using teacher assessment indicates that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	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.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our disadvantaged pupils, on the whole, can have a lack of enrichment opportunities over the course of the year which can have an impact on well-being and consequently impacts on academic progress and attainment. The lack of opportunities has been identified through our knowledge of our families, discussions and observations with children. Families may also find it challenging to support with the correct items for school such as PE kit and uniform.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2.7% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

**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
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1) Close the vocabulary gap and improve skills among disadvantaged pupils.	We will have implemented in EYFS the NELLI program and also train another member of staff (1 already trained) in ELKLAN. These language programs will be used and have a positive impact on children's language and vocabulary where planned vocabulary will be remembered by pupils. This will be evidenced in on going assessments, observations, pupil engagement and contribution in lessons and pupil voice.
2) Disadvantaged pupils reading progress and attainment will have increased as a result of improved phonics.	It is our aim that all disadvantaged pupils will meet the expected standard in phonics. This will significantly aid disadvantaged pupils to make good progress and attainment in KS1 and KS2.
3) Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils have met the expected standard. KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils have met the expected standard.
4) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in the number of behaviour incidents</li> </ul>
5) To improve the take up and participant in enrichment activities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
6) The attendance for disadvantaged pupils will have improved and be in line with peers	The attendance for disadvantaged pupils will have improved and will be in line with national attendance. The gap between disadvantaged pupils and their peers will have reduced for persistent absence.

## Strategies/activities 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.

### High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8728

Strategy/Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to engage in moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>£1320 (1x supply day per teacher)</p>	<p>From the EEF: move away from the prominence on testing whether statutory or not to inform assessments (however standardised tests will remain as they can be beneficial). Teachers to be given greater opportunity for moderation to inform judgements. Moderation to include in school and across the LAAT/local cluster. There needs to be a balance between formative assessment, teacher assessment particularly when assessing younger children.</p>	1, 2, 3
<p>Buy in the new LAAT PIRA and PUMA standardised diagnostic assessments.</p> <p>£900 (cost of tests)</p>	<p>The PIRA and PUMA tests will provide more consistent information for teachers. Through the diagnostic tool teachers can pinpoint specific curriculum domains or objectives of strength or weakness for whole cohorts, groups or individual pupils. The more forensic diagnostic analysis can aid teachers to tailor and direct the necessary for pupils through different support channels such as focused teacher time, interventions or working with support assistants.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3,
<p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking attending LAAT EYFS network meetings.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation.</p> <p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.</p> <p>Cost: 568 (4x day release for key staff and SLT)</p>	<p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p><a href="https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years">https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</a></p> <p><a href="https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf">https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</a></p>	1, 2, 3

<p>Fund a phonics audit to promote efficacy to one delivered program. Supplement with additional resources</p> <p>Cost: £990 (6x day release for key staff to attend CPD and work on priorities in school)</p>	<p>English Hubs have been set up by the Department for Education to work as support centres for primary schools, to build a network of excellent phonics teaching; promote a love of reading and the assist schools to improve the teaching of early language and reading in Reception and Year 1.</p>	<p>1, 2</p>
<p>Fund ongoing work with English Consultant. Work with the English subject lead to assist and advise the planning out of the English reading curriculum.</p> <p>Cost: £630 (½ day supply rate x 6 teacher release to partner school)</p>	<p>The Department for Education has identified SLE's to develop classroom expertise. We have worked with an English SLE to cultivate the staff's pedagogical content knowledge in planning writing to maximise learning in their year group.</p>	<p>1, 2, 3, 4</p>
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p> <p>We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p> <p>Cost: £900 (fortnightly release for Phonics lead covered by HLTA)</p>	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic 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, 4</p>
<p>Fund ongoing phonics support to support the whole school professional development needed to promote efficacy to one phonics teaching scheme. Phonics lead's release to carry out role i.e. phonics screenings, assessments, observing, coaching and mentoring.</p> <p>Cost: £900 (fortnightly release for Phonics lead covered by HLTA)</p>	<p>EEF teachers toolkit: wide evidence base that high quality phonics as a high impact on pupils (in particular disadvantaged) reading ability and accuracy (this may help comprehension but it not guaranteed).</p>	<p>2</p>
<p>Enhancement of our reading for pleasure curriculum and teaching delivery in line with DfE and EEF guidance with the support of LAAT SEA</p>	<p>Using EEF evidence for those struggling with their English. Reading comprehension strategies focus on the learners' understanding of written text.</p>	<p>1, 4</p>

<p>We will fund teacher release time to embed key elements of guidance in school</p> <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p> <p>Cost of supply for English lead + additional £1500 for resources</p>	<p>Pupils are introduced and are taught a variety of techniques to help them comprehend the meaning of the text read.</p> <p>These could include:</p> <ul style="list-style-type: none"> <li>○ inferring meaning from context;</li> <li>○ summarising or identifying key points;</li> <li>○ using graphic or semantic organisers;</li> <li>○ developing questioning strategies;</li> <li>○ and monitoring their own comprehension and then identifying and resolving difficulties for themselves</li> </ul>	
<p>Improve the maths teaching across the school and also curriculum planning working with the East Midlands Maths Hub.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and/or CPD (including Teaching for Mastery training).</p> <p>Cost: £660 (4x release days for Maths lead) + £360 (£60 HLTA additional cover for staff implementing KS1 NCTEM program)</p>	<p>EEF toolkit – Mastery Learning</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	3, 4

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

Budgeted cost: **£26022**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using a small group tuition approach, use an experienced HLTA and teaching assistant to lead the learning with the majority of the class so that the highly skilled class teacher can focus on the targeted teaching with small groups so that the most vulnerable children get the help from the most skilled adult.</p>	<p>EEF toolkit – small group tuition</p> <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an</p>	3, 4, 6



<p>Cost of TA time @ 120 mins per day x number of school days in year £4178</p> <p>Cost of TA time @ 60 mins x 3 per week £1477</p>	<p>opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>To support our disadvantaged pupils we will use the NELI (Nuffield Early Language Intervention) program to improve listening, narrative and vocabulary skills.</p> <p>Cost: Teacher cover of 2 days (£330) + TA release £120</p>	<p>The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms. It is targeted at children with relatively poor spoken language skills. Teaching Assistants are trained in how to develop children's language skills. 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.</p>	<p>1, 4, 6</p>
<p>Train relevant staff in Elklan so disadvantaged pupils are supported and improve their communication needs</p> <p>Cost: £60 x 5 days release = £300</p>	<p>Elklan supports children and young people with speech, language and communication needs (SLCN), plus a wealth of first-hand experience in offering speech and language therapy and training to professional staff. It provides adults working in schools with strategies to help pupils communicate to enhance children's learning in the classroom and promotes quality first teaching. There are case studies which shows the impact of Elklan, research confirms the positive impact it has had on both professional practice and children's development.</p>	<p>1, 4, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Proportioned cost of HC, CC, LM, JH (eg. Cost of TA rate 40 mins per day x 5 TAs x number of days in school year) £6606</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 6</p>

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

Budgeted cost: £11344

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund whole staff training in understanding and supporting children with Autism Spectrum Disorder (ASD); self-regulation and dyslexia. Use specialist services to help deliver the training Working Together Team (WTT), Behaviour Outreach Support Services (BOSS).</p> <p>SEND training WTT – ASD 14<sup>th</sup> Dec BOSS – self-regulation 18<sup>th</sup> Jan SEN Dyslexia – 15<sup>th</sup> March</p> <p>cost of Team Teach training £2377</p>	<p>There are many benefits to working with specialist services to support and deliver CPD. The BOSS teams aims to reduce the risk of exclusion in pupils and develop the ability of schools to support children displaying behaviour that challenges. BOSS has a good track record in:</p> <ul style="list-style-type: none"> <li>○ reducing fixed-term and permanent exclusions</li> <li>○ pupil wellbeing improves</li> <li>○ staff confidence is increased in managing a range of difficult behaviours</li> <li>○ decline in classroom disruption</li> </ul> <p>The Working Together Team offers high quality support to schools and academies working with students with a wide range of social communication and / or learning needs. The Team works in partnership with schools and academies within the graduated approach outlined in the SEN Code of Practice. The Working Together Team provides expertise and practical specialised assistance that enables children and young people to achieve the best possible educational outcomes and make successful transitions to adulthood.</p>	6
<p>Part fund cost of in class teaching assistants. These are a key role within the school as these member of staff works directly with children and small groups. They lead on the following:</p> <p>Lego therapy Emotional/Behavioural support Coordinating attendance support Lunchtime support and additional pastoral needs that arise at lunchtime Morning routine</p>	<p>The wider role of Learning Mentors is a key part of the support to disadvantaged children. This is based on our core values of Respect Achieve, Enjoy, Believe</p> <p>Learning Mentors wide role means that they are able to support a wide range of needs and react quickly when difficulties develop.</p>	4, 6

<p>90mins per week x 7 classes TA time £4938</p>		
<p>Extending the school day for pupils in Y6 are offered a place at after school English and Maths led by class teacher Cost of resources: £350 Cost of M6 teacher x 1 hour per week £1494</p>	<p>EEF toolkit – extending the school day There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.  To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage.</p>	<p>3, 4</p>
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Cost of SLT time x3 ½ days to support with attendance and attend training £1225</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Purchasing of uniform/PE kit  Nominal cost of cleaning costs and packaging up of school uniform £195</p>	<p>EEF toolkit Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. We believe that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation and a uniform promotes social equity.</p>	<p>4, 6</p>
<p>Offer learning workshops and focused sessions in conjunction with Family Learning Partner workshops with LCC and 2aspire: Adult Skills and Family learning services so that they know how they can support their children’s learning.  Phonics and story sacks workshop and 6 week family learning event</p>	<p>Research from the EEF indicates moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p>	<p>1, 2, 4</p>

<p>Use funding to release teachers to carry out sessions in collaboration with the family learning tutors.</p> <p>Cost of release for teachers £315</p>		
<p>Offer enrichment activities to all so that there is not a cap placed on disadvantaged pupils i.e. school visits, residential, participating in sports competitions.</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p> <p>Cost of funding x3 children for residential £450</p>	<p>Cultural capital gives children the opportunity to be successful and climb the social ladder. All children need to be given the chance to build cultural capital to help them achieve goals, become successful, improve life chances without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.</p> <p>A wide and rich variety of experiences will support cultural capital of all learners in particular vulnerable children so they can become as privileged as their non-disadvantaged peers.</p>	<p>5</p>

**Total budgeted cost: 46094**

## 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.

Our assessment for disadvantaged pupils in 2020-21 indicated that performance for this group was lower than in previous years. The reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school 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 we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. The trust had a working party to support online learning and school staff received CPD to enable them to deliver remote learning that balanced live and recorded sessions on a daily basis.

Overall attendance in 2020/21 had improved from the preceding year at 95.55%, it was lower than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.41% higher than their peers and persistent absence 15.81% higher.

Our assessments, observations and family engagement 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 where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme		Provider
Measure	Details	

## 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.
- 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 participated in a pupil premium review led by the Trust's SEA to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

We triangulated evidence from multiple sources of data including formative and summative assessments, engagement in class book scrutiny, conversations with parents, pupils 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.