

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
School name	The Craylands School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kris Hiscock
Pupil premium lead	Kylie Cox
Governor / Trustee lead	Linda Cowey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,405
Recovery premium funding allocation this academic year	£8,820
Pupil premium funding carried forward from previous years & Covid Tutoring Grant	£9,655
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,880

Part A: Pupil premium strategy plan

Statement of intent

At Craylands School, our aim is that the Pupil Premium Grant is spent ensuring that disadvantaged pupils receive the highest quality of education. Research has identified that disadvantaged children have been worst affected by the Covid-19 pandemic. We are fully aware of the barriers which children and their families face. We work in collaboration with all stakeholders to give children a voice and to fully understand their specific needs.

Our school vision statement is 'happy together, safe together, learning together; we are committed to meeting the social, emotional, and academic needs of all our children and passionately believe that social and economic deprivation should not impinge on their success and progress. To achieve our objectives, Craylands is adopting the tiered approach recommended by the EEF, which places high quality teaching at the heart of everything, supported by academic interventions and wider non-teaching strategies. Underpinning all of this is the development of high-quality CPD. These approaches complement each other to help pupils excel. To ensure they are effective, we will: -

- Ensure all pupils have access to quality first teaching and that all children are engaged, supported and challenged so that they make excellent progress.
- Facilitate a broad and balanced curriculum which also enhances pupils' cultural capital, providing experiences which would not be possible at home.
- Foster independent learning skills and resilience required in future experiences, particularly a solid foundation within reading and the skills needed, resulting in all pupils being able to read fluently and access the curriculum.
- Ensure our school promotes the personal development of our pupils and support individuals with specific needs including mental health.
- Support our families to thrive.
- Ensure that the attainment gap between disadvantaged pupils and other learner groups is narrowed, moving in-line with national figures.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

These objectives will be achieved by:

- Utilising pupil voice and reflecting on in-house data to ensure that barriers to learning are identified.
- Using CPD to enhance teachers' pedagogical knowledge and subject leadership skills, resulting in a broad and balanced curriculum for our pupils with maximised learning.
- Timetabling experiences and trips into the curriculum to ensure that cultural capital is enhanced.
- Targeting pupils' specific needs through 1:1 tuition and small group work, reviewing regularly to ensure optimum progress.
- Using the PPST, school counsellor and other professionals to provide a bespoke programme of support to promote the social and emotional wellbeing of pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils in EYFS. This is also apparent throughout the rest of the school.
2	Greater difficulties with phonics which negatively impacts their development as readers (see challenge 2) and writers.
3	Low attainment in reading across the school but particularly at the end of KS1; this inhibits their ability to access and make progress in other curriculum areas. Some children in receipt of pupil premium are not read to at home nor do they read outside of school. This may be because their parents are not able to read, not able to afford books or because family life is chaotic. This means they start school with limited vocabulary (see challenge 1).
4	Assessments indicate that, on average, there is lower attainment and slower progress in maths for our disadvantaged children. Overall, children in receipt of pupil premium funding have knowledge gaps and find it difficult to retain and recall prior knowledge.
5	Children from disadvantaged backgrounds have lower attendance levels than their non-disadvantaged peers. This absenteeism is negatively impacts on their progress and development.
6	Our observations and discussions with many of our disadvantaged pupils and families have identified social and emotional issues, notably due to a rise in anxiety and trauma, some of this related to the Covid pandemic. Pupils do not have the tools to support their emotional regulation so that they are ready to learn.
7	The majority of our disadvantaged pupils have limited experiences beyond their home and immediate community. These experiential limitations have the potential to impact on academic progress since pupils are unable to draw upon essential prerequisite knowledge and skills required to contextualise their learning.
8	Negative behaviour and attitudes to learning are inhibiting the progress of some of our disadvantaged children.

Intended Outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers. • Targeted pupils receive additional speech and language therapy and intervention. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Parents are engaged in the development of their child's speech and language.
<p>Pupils have secure phonological awareness and can apply this effectively to reading and writing.</p> <p>Early intervention addresses gaps in phonological awareness.</p> <p>A reduced attainment gap in reading and writing between disadvantaged pupils and their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Improved phonological awareness among disadvantaged pupils. • Improved reading, writing and phonics attainment for disadvantaged pupils, including in the Y1 phonics screening. • Parents feel better equipped to support their child's reading at home.
A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. Improved reading attainment at the end of KS1.	<ul style="list-style-type: none"> • Consistent implementation of excellent practice and high expectations across the school for reading. • Children are exposed to a wide range of high quality texts. • Progress and attainment in reading increases and pupils become more motivated to read for pleasure. • Parents feel better equipped to support their child's reading at home.

Intended outcome	Success criteria
<p>Improved attainment in maths across the school.</p> <p>Pupils acquire a deep, long-term, secure and adaptable understanding of maths by using a mastery approach.</p> <p>Pupils have a secure knowledge of the multiplication tables.</p>	<ul style="list-style-type: none"> • Consistent implementation of excellent practice and high expectations across the school for maths. • Increased % of PP pupils are working at ARE or above in all year groups. • Improved attainment for disadvantaged pupils in the Year 4 multiplication tables check.
<p>To review and embed the attendance policy focusing on improving the attendance of persistent absentees and school avoiders by supporting parents and improving children's resilience.</p>	<ul style="list-style-type: none"> • The school will work collaboratively with the School Liaison Officer for Inclusion and Attendance (SLO) during targeted support meetings (TSM's) three times a year. • The attendance of pupil premium children, increases against figures from 2021-2022. Children will be in school more consistently resulting in overall improved well-being and academic achievement. • The number of persistent absentees will reduce over the course of the academic year. • School avoiders will be supported to reduce their anxiety and improve their attendance. • Relationships between home and school are strong. Parents will feel supported to improve their child's punctuality and attendance. Those identified as having complex family situations are supported through a multi-agency approach.

Intended outcome	Success criteria
<p>The school fully understands the home life of our children, providing appropriate support for families to ensure each child is ready to learn each day.</p> <p>Pupils have the tools to support their emotional regulation so that they are ready to learn and pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p>	<ul style="list-style-type: none"> • Well targeted and effective pastoral care (via the PPST) ensures that our most vulnerable pupils are fully engaged in school life. • SEMH outcomes will improve across the school. • Key vulnerable families will be accessing a comprehensive offer of extended services. • Staff will be trained to recognise and support difficulties children may have as a result of attachment issues or trauma, to support children’s wellbeing and development/. • Pupil wellbeing surveys, SDQ’s and Boxalls show a rise in pupil wellbeing. • Staff report higher levels of pupil wellbeing and engagement. • Pupils are supported to recognise their emotions and are able to communicate, label and regulate their emotions.
<p>Vulnerable pupils have the cultural capital they need to succeed across school and provision enables pupils to develop schema to support new learning.</p>	<ul style="list-style-type: none"> • Barriers to achievement are removed through enabling pupils to experience a range of enhancement activities across the curriculum. • Family income is not a barrier to accessing enhanced opportunities.
<p>Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships.</p>	<ul style="list-style-type: none"> • Staff, pupil and parent voice activities demonstrate that expectations are clear, behaviour is managed consistently across the school and that strong relationships, rooted in positivity, exist between children and staff. • Behaviour monitoring (CPOMS) shows a reduction in poor behaviour choices. • Key vulnerable families will be accessing a comprehensive offer of extended services.

	<ul style="list-style-type: none">• Regular CPD sessions for teachers and support staff.• Environmental walks indicate improved behaviours for learning.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>GDS/KS2 Lead to develop with staff, explicit strategies for teaching vocabulary across the curriculum. GDS/KS2 Lead to follow up training with mentoring and coaching as necessary.</p> <p>Use of screener tool in Early Years to direct additional targeted teaching (by the class teacher) to enable readiness for national curriculum.</p> <p>EYFS and KS1 staff to be trained in 'Mighty Writer' so they can use this as a tool to encourage talk through group, paired and individual approaches to generate, share and develop ideas and discuss content. This will also provide teachers with the opportunity for teachers to model interesting and advanced language within a simple framework.</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p>	1
<p>KS1/Literacy Lead to ensure consist, high quality teaching of early reading and phonics (Little Wandle).</p> <p>Little Wandle training and resources purchased for all staff as required. KS1/Literacy Lead to follow up training with mentoring and coaching as necessary.</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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	2
<p>CPD to ensure staff understand the process of learning to read and how to</p>	<p>Reading comprehension strategies, which focus on the learners'</p>	3

<p>explicitly teach strategies to children so that they read with greater understanding, enjoyment and purpose. Literacy Lead to ensure a systematic and consistent approach is adopted throughout the school. Use of the PPG to fund release time for the Literacy Lead to support with team teaching and/or planning where necessary.</p> <p>Develop a culture where a love of reading is at the centre of the curriculum.</p>	<p>understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.</p> <p>Reciprocal Reading EEF (educationendowmentfoundation.org.uk)</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>reading for pleasure.pdf (publishing.service.gov.uk)</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance:</p> <p><i>Teachers plan sufficient time for pupils to revise and embed their knowledge, understanding and skills. Teaching sequences are adapted to ensure pupils' misconceptions/gaps are addressed.</i></p> <p><i>Teachers will ensure that work is sufficiently challenging; when work is completed quickly teachers have planned extension activities which demonstrate a depth of understanding.</i></p> <p><i>Feedback is specific, accurate and clear; designed so that children are active participants and use the feedback to improve outcomes and take pride in their work; their efforts are valued by teachers.</i></p> <p><i>Teachers routinely ask probing questions and use low stakes testing to assess children's acquisition of skills and knowledge.</i></p> <p>Use of PPG to fund release time for Maths lead to support staff with teaching and planning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Early years and Key Stage 1 mathematics teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF identifies that mastery learning has a +5 months impact on progress. "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</p>	<p>4</p>

	<p>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> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Whole staff training on zones of regulation to enable teachers to deliver weekly lessons.</p>	<p>Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.</p> <p>Improving behaviour in schools (teachertoolkit.co.uk)</p>	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching assistant employed to deliver SAL booster sessions - Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills in EYFS.</p>	<p>The Nuffield Early Language Intervention (NELI) has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

<p>HLTA wage subsidised to allow additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>HLTA/ PP TA wage subsidised to provide extra opportunities for PP children working below ARE to read regularly to increase their fluency and develop their comprehension skills.</p> <p>Engaging with the National Tutoring Programme to provide a blend of 1:1 and small group tuition. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Reading comprehension strategies which focus on the learners understanding of the written text are rated as high impact in the EEF toolkit.</p> <p>Reading comprehension can be improved by teaching pupils' specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. These include prediction, questioning, clarifying. Summarising and activating prior knowledge. Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of 1:1 and small group. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Register vulnerable children for the Letterbox Club to inspire a love of reading and engagement with numeracy.	Research and innovation BookTrust	3 & 4
<p>Staff share curriculum content with parents empower them with the skills and confidence to support their child's learning through the delivery of curriculum workshops.</p> <p>Staff provide opportunities for parents to share experiences with their children in school.</p>		4
AHT/PPST identify pupils below the expected attendance % and work with vulnerable families to reduce external barriers, reduce persistent absences and increase parental involvement in their child's schooling.	46.5% of our persistent absentees last year were eligible for the PPG. This has impacted negatively on their attainment and progress.	5

<p>Promote the benefits of HERO club to increase attendance and improve punctuality, targeting individual pupils.</p>		
<p>5 & 6</p>	<p>Post Lockdown, changes in pupils' social and emotional wellbeing were evident. An increase in demand for school counselling referrals, operation encompass notifications and requests for support via the 'front door' would support this statement.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (Social and Emotional Literacy, EEF)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>"By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading" EEF 2021</p> <p>EEF Parental Engagement Summary of recommendations.pdf (educationendowmentfoundation.org.uk)</p> <p><i>A growing body of research suggests school uniform has a positive impact on pupils' wellbeing as it promotes a sense of belonging and bridges the socio-economic gap between children. The EEF recommends that if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</i></p>	

	School uniform EEF (educationendowmentfoundation.org.uk)	
<p>The school to provide 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.</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	7
<p>Whole staff training on behaviour management, following the approach suggested by Paul Dix, to ensure consistency across the school. AHT will monitor implementation of new behaviour policy across the school and provide support where necessary.</p> <p>Whole school focus on developing good relationships with pupils, ensuring they feel valued and supported.</p> <p>In line with our new school behaviour policy (see below), tailor school communications to provide positive dialogue about learning with parents.</p> <p>PPST to train pupils in upper Key Stage 2 as play leaders to support playtimes in KS1 in order to reduce the number of behaviour incidents.</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove children from school for periods of time.</p> <p>Research suggests that teachers knowing their pupils well can have a positive impact on classroom behaviour as they are able to identify which factors might affect their behaviour. If pupils feel valued and supported, they are less likely to misbehave.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	8

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.

Whole school attendance last year was 93.9%. Pupil Premium attendance was 91.27% compared with 94.87% for their peers. 73 children were persistently absent from school last academic year, 46.5% of those were pupil premium children.

Our assessments and observations indicate that complex home situations have acutely impacted the behaviour, well-being and mental health of our disadvantaged children, making the need to support these pupils more evident than ever.

50% of pupils on the SEND register are in receipt of pupil premium with need that can affect their academic progress and attainment.

Analysis of attainment data from 2021/22 suggests that, across the school, the performance of disadvantaged pupils was lower in comparison to their peers. Fewer disadvantaged children reached age related expectations than non-disadvantaged pupils in all three key areas.

Attainment Baseline 2020/2021 for children in Y1-5 (79 pupil premium children)

	Reading	Writing	Maths
Below	28 children	31 children	26 children
Emerging	22 children	14 children	24 children
ARE	23 children	29 children	25 children
GDS	6 children	5 children	4 children

Attainment 2021/2022 for children in Y1-5 (79 pupil premium children)

	Reading	Writing	Maths
Below	19 children	30 children	17 children
Emerging	21 children	19 children	20 children
ARE	26 children	25 children	32 children
GDS	13 children	5 children	10 children

Progress 2021/2022 for children in Y1-5 (79 pupil premium children) N.B. 6 steps is expected progress

	Number of steps	Reading	Writing	Maths
Y1	1	1	1	0
	2	0	0	0
	3	1	1	2
	4	1	3	3
	5	7	4	7
	6+	3	4	1
Y2	1	0	1	0
	2	0	0	1
	3	0	1	1
	4	1	1	0
	5	3	6	3
	6+	9	5	9
Y3	1	0	0	0
	2	0	0	0
	3	0	0	0

	4	0	0	0
	5	0	1	0
	6+	13	12	13
Y4	1	0	0	0
	2	0	3	0
	3	2	1	0
	4	1	2	0
	5	3	4	0
	6+	11	7	17
Y5	1	0	0	0
	2	0	1	1
	3	4	2	2
	4	0	2	1
	5	6	7	3
	6+	10	8	13

N.B. Data for steps not provided for children joining mid-year as these were not available from previous schools.

KS1 SATS 2022

Maths (60 children in the cohort)

PKS		WTS		EXS		GDS	
PP	NON PP						
1	0	4	11	10	29	0	5

Reading (60 children in the cohort)

PKS		WTS		EXS		GDS	
PP	NON PP						
1	0	5	12	9	26	0	7

Writing (60 children in the cohort)

PKS		WTS		EXS		GDS	
PP	NON PP						
1	0	9	23	5	21	0	1

KS2 SATs 2022

GPVS				Reading				Maths			
PP	PP	Non PP	Non PP	PP	PP	Non PP	Non PP	PP	PP	Non PP	Non PP
NS	AS	NS	AS	NS	AS	NS	AS	NS	AS	NS	AS
25%	75%	14.29%	85.71%	25%	75%	19.05%	80.95%	25%	75%	9.52%	90.48%

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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

Further information (optional)

Additional activity

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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. 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. Studies about the impact of the pandemic on disadvantaged pupils were also looked at. 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. Our strategy will be continually evaluated and adjusted as necessary to ensure the best outcomes for our children.