

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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   | English Martyrs' Catholic School |
| Number of students in school (Yrs 7 – 11)   | 971                              |
| Proportion (%) of pupil premium eligible students   | 16% (158 students)               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2024                      |
| Date this statement was published   | September 2022                   |
| Date on which it will be reviewed   | July 2023                        |
| Statement authorised by   | Mathew Calen - Principal         |
| Pupil premium lead  | Rob Manger                       |
| Governor / Trustee lead   | Eileen Waldron                   |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year       | £162,826        |
| Recovery premium funding allocation this academic year    | £46,400         |
| Pupil premium funding carried forward from previous years | £ 65,577        |
| <b>Total budget for this academic year</b>                | <b>£274,803</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in Mathematics and English.

As a Catholic school we believe that each person will experience a community based on Gospel values where each child has an opportunity to explore their faith and where their talents are nurtured and fostered to enable them to achieve their personal best.

The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve good outcomes at GCSE, including raising the aspirations and attainment of HPA (High Prior Attaining) students. Furthermore it promotes the development of the whole child into active, engaged citizens. Our strategy is designed using robust internal data to identify students' specific needs including, assessment data, attendance data, teacher feedback, information on behavior and wellbeing, student and parent voice as well as levels of participation in co-curricular activities.

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

The strategy is driven by guided research and based on feedback from quality assurance of the learning experience of Pupil Premium students.

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

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

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attainment gap, external published data from 2019 (Attainment 8 PP 3.7 compared with 5.0 NPP) and subsequent internal reported assessment data demonstrates an attainment gap between PP and NPP students (2022 Attainment 8 PP was 4.4 compared with 5.1 for NPP.)   |
| 2                | Based on our internal quality assurance data, our disadvantaged students struggle to engage with metacognitive / self-regulatory strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly mathematics and science. Our evidence from pupil voice and teacher feedback shows that many of our disadvantaged students and particularly our high attaining Pupil Premium students lack the deep learning study habits required to be successful at GCSE and A Level. |
| 3                | On arrival at secondary school, baseline assessments in year 7 have highlighted a learning deficit for disadvantaged students. Particularly, gaps in reading, comprehension, and numeracy have been identified between PP and NPP students. (NGRT baseline assessment data illustrates an 11 month gap between PP and NPP)  |
| 4                | Observations and discussions based on the outcomes of our wellbeing survey with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about the cost of living crisis and increased pressure on students caring for younger siblings as parents are forced to work more. These challenges particularly affect disadvantaged students with a resulting impact on their attainment.                                   |
| 5                | 2021 - 2022 attendance data indicates that attendance among disadvantaged students has been 3% lower than for non-disadvantaged students.<br><br>53% (84) of disadvantaged students have attendance below 95% of their peers during that period. The majority of these cases were due to Covid isolations and mental health issues. Our assessments and observations indicate that such absence has a negative impact on disadvantaged students' progress.  |
| 6                | As a school we are continuously developing links with the families of all students. We endeavor to build on past successes in working with the parents of our disadvantaged students to build a community which collaborates and supports each other with specific focus on sharing effective study skills and wellbeing.   |
| 7                | As the cost of living crisis continues to take effect we are aware that opportunities for students to develop their cultural capital will become further limited. This will impact student's experience of the arts, the natural environment and many other life experiences. Subsequently impacting students' ability to add richness, depth, and detail to their knowledge and understanding of the curriculum.   |

## Intended outcomes

The following table outlines the intended outcomes and how these will be measured **by the end of our current strategy plan**.

| Intended outcome  | Success criteria   |
|---|--|
| Improved metacognitive and self-regulatory skills of all disadvantaged students across all subjects, including focus on low ability disadvantaged students. | <p>In line with the SIP, all staff will receive further CPD to develop their understanding of metacognition and self-regulation in order to model and communicate effective metacognitive and self-regulatory strategies to students.</p> <p>Delivery of explicit metacognitive and self-regulation strategies to all yr 7 and 10 students led by expert practitioners during ACCELERATE programme</p> <p>Learning walks and quality assurance will report that disadvantaged students will develop their own independent learning skills by planning, monitoring and evaluating their approach to learning. This evidence will be supported by scrutiny of extended writing and approaches to problem-solving in mathematics.</p> <p>There will be a reduction in sanctions for behaviours linked to poor self-regulation. For example in 2021 – 2022, 35% of detentions awarded to PP students were linked to lateness. 21% for disruptive behaviour and 12% for issues related to homework.</p> <p>There will be a reduction in cases of anxiety and exam stress as students develop their understanding of metacognition and self-regulation. 14% of PP students regularly met with the Senior Mental Health Lead.</p> |
| Improved scientific knowledge and continued improvement in reading comprehension and numeracy skills among disadvantaged students                           | <p>The daily morning ACCELERATE Programme in Numeracy and Literacy has been embedded and will continue to be delivered online across all year groups by subject experts in Mathematics and English. This will continue to improve confidence in spelling, problem-solving and arithmetic of disadvantaged students.</p> <p>A science session has been added to the ACCELERATE Programme, led by a subject expert this will provide students with regular reviews of past learning allowing for retrieval as well as learning about careers in science.</p>   |
| To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.  | <p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Promote the importance of wellbeing through workshops and tutor time in all year groups</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Students have a better understanding around exam anxiety and methods/ techniques that can be used to help overcome this anxiety.</li> </ul>   |
| To achieve and sustain improved attendance for all students,  | <p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 95%, and the attendance gap between disadvantaged students</li> </ul>   |

|   |   |
|---|---|
| particularly our disadvantaged students.  | <p>and their non-disadvantaged peers being reduced by 2%.<br/>(Currently the gap is 3% between PP &amp; NPP)</p> <ul style="list-style-type: none"> <li>• Reduction in the percentage of disadvantaged students who are persistently absent</li> </ul>  |
| Improved Outcomes for Disadvantaged students across the curriculum with a focus on English, Mathematics and Science | <b>70% of disadvantaged students</b> will achieve their Expected Attainment Grade in Mathematics, English and Science.  |
| Continued success in parental engagement of disadvantaged families  | <p>Parents of all PP students know the extra support provided to their child by English Martyrs’.</p> <p>Parents of all PP students in KS 4 have had the opportunity to attend sessions focussed on supporting their children whilst revising independently.</p> <p>Parents of PP students will receive personal support in booking and attending parents evenings.</p> |
| Continued development of cultural capital for disadvantaged students.   | <p>All end of year reward trips are free for PP students</p> <p>Attendance of PP students in co-curricular activities reflects the proportion of PP students at English Martyrs.</p>  |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11,546**

| Activity                         | Evidence that supports this approach   | Challenge number(s) addressed |
|----------------------------------|--|-------------------------------|
| Quality First Teaching           | <p>In the classroom ALL students will receive QFT. As Rowland (2021) states it is essential ‘to be relentless in improving the learner.’ Teachers and support staff must know their students, know their knowledge gaps and use effective strategies to address the gaps and improve students as learners. In line with the English Martyrs’ <a href="#">Teaching and Learning Policy</a> pages 6 – 10, teachers will plan effective, sequenced lessons which build on prior knowledge, use targeted questioning, effective modelling with clear well thought examples, check for understanding (formative assessment) and feedback strategies as appropriate in the classroom.</p> <p>All classrooms have been equipped with visualisers to promote effective modelling using clear, worked examples during lessons and to allow for rapid assessment and feedback to move learning forward in the moment. Please see <a href="#">Using visualiser in the classroom</a> document for further practical uses.</p>    | All                           |
| Developing Literacy and Numeracy | <p>All teachers are responsible for developing the literacy and numeracy of their students. weaknesses in literacy, most notably extended writing, have been identified. As a result, in line with the literacy guidance, Appendices 6 – 8, pages 19 – 24 of the <a href="#">Teaching and Learning Policy</a>, teachers and support staff will use strategies (appositives, because, but, so conjunctions) adapted from The Writing Revolution to develop extended writing. Sequenced tasks from sentence level to multi paragraph expositions will develop high quality written answers.</p> <p>ACCELERATE time provides 1 literacy 1 numeracy and 1 science session per week for years 7 – 10. The sessions are led by Mathematics and English experts and are focused on developing fluency and basic skills in Numeracy and improved comprehension, reading and spelling. A science session has also been added this year to develop disciplinary literacy. Short regular burst of Numeracy and literacy and</p> | 1, 3                          |

|   |  |                      |
|---|--|----------------------|
|   | <p>science ensure that regular retrieval practice leads to embedded knowledge.</p> <p><a href="#">Improving Literacy in Secondary Schools</a><br/> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a><br/> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>   |                      |
| <p><b>Metacognition and Self-Regulated Learning</b></p> | <p>The EEF Toolkit identifies Metacognition and Self- Regulated Learning as the approach with the greatest impact on students for very low cost. Secondary students can make +7 months of progress when the approach is well implemented. Furthermore, the EEF states that “There is some evidence to suggest that disadvantaged students are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such students to practise and use these skills more frequently in the future.” Therefore, all teachers will model and communicate effective metacognitive and self-regulatory strategies to students.</p> <p>All year 7 and year 10 students will receive explicit coaching in metacognitive and self-regulatory skills delivered through the ACCELERATE programme.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1, 2, 3, 4, 5</p> |
| <p><b>Lead Teacher for Pupil Premium</b></p>            | <p>The lead teacher for Pupil Premium Students will work strategically with the SLT lead to develop consistently good and outstanding outcomes for the most disadvantaged students in receipt of the Pupil Premium by leading and developing the teaching practices of all members of staff at the school and therefore improving the quality of teaching and learning for disadvantaged students.</p>   | <p>All</p>           |

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

Budgeted cost: £68,109

| Activity                            | Evidence that supports this approach  | Challenge number(s) addressed |
|-------------------------------------|---|-------------------------------|
| <b>Maths and English Tutor</b>      | Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one and small group tuition. Low attaining pupils are particularly likely to benefit. Short regular weekly sessions of up to 10 weeks provide optimum impact, especially when the tutors are highly experienced with excellent subject knowledge. This has a particularly high impact with Pupil Premium students and can result in an average of 5 additional months of progress.         | 1, 3                          |
| <b>Praise and Recognition Board</b> | As discussed in 'Boys don't try? Rethinking masculinity in the classroom' by Matt Pinkett and Mark Roberts along with 'A Quiet Education: Challenging the extrovert ideal in our schools' by Jamie Thom; Some students, particularly males, do not respond well to public praise from teachers, 'it is not cool'. Therefore, staff will identify students to receive praise. This will be shared with staff during weekly briefings. At appropriate opportunities members of staff to praise those students covertly. | 1, 2, 3                       |
| <b>Individual Music Lessons</b>     | All PP students are given the opportunity to take up free music/instrument lessons.<br><br>PP students typically would not have access to musical instruments in the home. Music lessons allow students the freedom to appreciate music, the relaxation it offers, the fact that the constant retrieval practice promotes increased concentration, resilience, and the confidence to perform.   | 7                             |

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

Budgeted cost: £83,171

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Access to digital devices and internet access</p>   | <p>Some disadvantaged families are likely to have less space and fewer resources</p> <p>During the pandemic access to IT, and regular internet access proved a barrier to learning for disadvantaged students and their families, therefore, all PP students were provided with a laptop and supported with access to the internet. Provision of this resource requires auditing and maintenance</p> <p><a href="https://cam.ac.uk">Coronavirus has intensified the UK's digital divide (cam.ac.uk)</a></p>   | <p>1, 3</p>                   |
| <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>The British Psychological Society sets out how to take a long term approach in 2017 Report <a href="#">Behaviour Change: School attendance, exclusion and persistent absence   BPS</a></p> <p>Which identifies 4 categories that need to be identified and addressed:</p> <ol style="list-style-type: none"> <li>1. Mental Health related Absence</li> <li>2. Physical Health Related absence</li> <li>3. Attitudinal/systemic</li> <li>4. School behaviour</li> </ol>                         | <p>1, 4, 5, 6</p>             |
| <p>Parental Engagement and keep parents informed.</p> <p>Parent and student sessions focussed on supporting their children whilst revising independently.</p>  | <p>Strong parental involvement is often associated with positive outcomes for students (Rowland, 2021). A key priority for schools is to develop working partnerships with families which are rooted in mutual respect and understanding of why some families feel less able to engage with school. There is little evidence that disadvantaged students have lower aspirations than other families <a href="#">Parents and children living in poverty have the same aspirations as those who are better off (theconversation.com)</a></p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>All</p>                    |
| <p>Pastoral Care, access to Senior Mental Health Lead and mentoring</p>  | <p>In some instances, form tutors may be the first adults that students see in the morning. It is important that tutors positive relationships in order to ensure students' needs are met. With reference to Maslow's Hierarchy of Need, form tutors will check in regularly with their students, checking on their well-being and ensuring they are ready to learn during the day ahead. Where students are experiencing challenges, the form tutor should work with the student to develop self-regulation and practical solutions.</p>   | <p>All</p>                    |

|  |  |         |
|--|--|---------|
|  | <p>A mentoring team of sixth form students are paired with PP students to provide peer and academic support.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>  |         |
| Breakfast Club – All PP students receive an extra £1 for breakfast as well as provision of bagels. | <p>A breakfast club is to be implemented to ensure PP students receive a healthy breakfast to aid diet and concentration throughout the day.</p> <p><a href="https://www.gov.uk/government/news/breakfast-clubs-programme-2021-2023">Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</a></p>   | 1, 4, 5 |
| Continued development of cultural capital for disadvantaged students.                              | <p>Bourdieu points out that “cultural capital is a major source of social inequality. Certain forms of cultural capital are valued over others, and can help or hinder one’s social mobility just as much as income or wealth.” Impact, September 2019. Therefore as a school we aim to ensure that all Disadvantaged students have the same opportunities to develop their cultural capital as non Disadvantaged students through access to the Duke of Edinburgh Award and selected trips and visits.</p>  | 1, 7    |
| PP Allowance   | <p>An allowance of £30 enables students to purchase educational resources to ensure they are ready to learn and progress. It also encourages students to become more financially aware and practise budgeting.</p>   | 1, 4, 6 |
| Revision Guides  | <p>Year 10 PP students are provided with subject specific revision guides to ensure they have access to materials to aid with independent revision and home study.</p>   | 1, 2    |
| Provision of 3 fiction books for each PP student   | <p>It is a simple truth: successful reading helps determine academic success. Reading proves the master skill of school. However, only 73% of pupils leaving primary school reached the expected level for reading in 2019 (Department for Education), meaning 1 in 4 children will not read well. Research by the National Literacy Trust reveals that 1 in 8 disadvantaged children said that they do not have a book of their own at home.</p> <p>14 year olds who have read regularly will know 26% more words than those who never read. Therefore the reading rich will get richer and the reading poor will get poorer.</p> <p>To combat this we will provide PP students with a reading list from which they can choose 3 books for themselves to read for pleasure. (Closing the Reading Gap. A. Quigley)</p> | 3, 6, 7 |
| PP students to be provided with cooking ingredients  | <p>To give students access to dishes of increased complexity using a range of ingredients and therefore opportunity to achieve higher grades</p>   | 4, 7    |
| Brilliant Club   | <p>HPA, PP students are less likely to attend a Russell Group University, not to mention an Oxbridge College. The Brilliant Club offers PP students the opportunity to visit Cambridge University and to write a dissertation with support from the University Post</p>  | 1, 7    |

|  |   |  |
|--|---|--|
|  | graduate tutor. All students to complete Scholars Programme |  |
|--|---|--|

**Total budgeted cost: £162,826**

## 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 students in the 2021 to 2022 academic year.

The Pupil Premium Strategy reflects the tiered approach recommended by the Education Endowment Fund (EEF) in which one half of the spending should be on Teaching and Learning and the other half divided between Targeted Academic Intervention and Wider Strategies. Whilst spending for the 2021 -2022 strategy does not yet meet these recommendations it is moving in the right direction.

Key sections of the Pupil Premium Strategy were shared with all staff during morning briefing across a number of weeks in the autumn term.

#### Attainment

Although students continued to experience upheaval in terms of the effects of missed learning and hitherto, the impact on their mental health during the 2021/2022 academic year, external assessment data demonstrates an improvement in attainment and a diminishing gap in attainment between PP and NPP

| Measure      | 2019 Published Results |         |             | 2022 Provisional Results |         |             |
|--------------|------------------------|---------|-------------|--------------------------|---------|-------------|
|              | EMS PP                 | EMS NPP | Nat Ave NPP | EMS PP                   | EMS NPP | Nat Ave NPP |
| Progress 8   | -0.61                  | 0.16    | 0.13        | TBC                      | TBC     | TBC         |
| Attainment 8 | 3.7                    | 5.0     | 2.0         | 4.4                      | 5.1     | **          |

#### I. Teaching and Learning

Quality First Teaching and excellent pastoral provision were outlined in the strategy as cornerstones for ensuring PP students receive an equitable education. Key pedagogical strategies were identified in the strategy derived from evidence based research and are proven to aid progress. These strategies were shared with all staff over a number of morning briefings and HoF and SLT learning walks took place to ensure they were delivered with fidelity across curriculum areas.

The ACCELERATE programme has succeeded in delivering a sustained focus on literacy and numeracy teaching across the school. This programme has been successful in helping students to make progress by using retrieval practice and spaced practice consistently across the year.

Self-Regulated Learning has been identified by the EEF Toolkit as the approach which has the greatest impact on students for a very low cost. This research, along with the impact of distance learning on student's motivation and self-regulation led to James Mannion's employment to lead staff development on the implementation of self-regulated learning strategies. Staff received a four CPD sessions led by James Mannion.

Furthermore a group of 12 year 9 PP students took part in a study skills intervention aimed at developing Self-Regulation skills and revision techniques. Student voice reported that 75% of the students felt more confident in themselves and their abilities to achieve good grades as a result of attending the intervention. All of the students were appreciative of being taught effective revision techniques.

## 2. Targeted Support

Mathematics and English tutors were employed to deliver 1:1 tuition to students identified by subject teachers as high priority. In Year 11, 10 PP students received tutoring in English and 13 received tutoring in Mathematics. It is difficult to evidence the academic impact of the tutors, a proxy could be the small negative residuals in Mathematics. Perhaps a greater success is anecdotal evidence from student voice suggesting the fact that receiving 1:1 tuition has given them the time to ask questions and developed their overall confidence in the subject.

An assessment data dashboard has been developed to enable SLT, HoCs, HoYs and classroom teachers to quickly identify underachieving students and focus on closing knowledge gaps. The dashboard is available to all staff and is updated after each assessment cycle. This should promote conversations between staff and the identification of appropriate interventions for the student.

An impressive number 25% (40 students) of PP students accessed individual music tuition providing them with opportunity to develop resilience and confidence when performing and realising extra cultural capital from the exposure to different forms of music.

## 3. Wider Strategies

All PP students were allocated £1 to enable them to receive a free breakfast before 8:25am. Whilst this opportunity has been realised consistently by a small number of PP students (approximately 25 regularly access use the £1) a number of barriers prevented increased uptake: Students didn't have time to access the breakfast due to the arrival time of school buses. Students report that they didn't feel like eating at that time. Therefore the time limit provided to students to spend the extra £1 has been extended this year.

The PP allowance continues to be well used, allowing students to access school trips and items from the school shop required for educational use.

Every attempt was made to ensure all PP students have access to a laptop and the internet at home. On the occasion the need for a laptop became apparent a laptop was provided.

All year 10 and 11 PP students were provided with revision guides appropriate to their curriculum. Study skills and revision hints and tips were shared during ACCELERATE sessions and in a year group assembly.

The Brilliant Club is ongoing. 5 year 10 PP students completed the Scholars Programme all of whom achieved a 2:1 or 2:2 in their final dissertation.

Three PP students are completing the Bronze Duke of Edinburgh Award funded by PP. This programme allows students to develop a wide range of skills and develop cultural capital.

## 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. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students 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 triangulated evidence from multiple sources of data, including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in schools similar to ours and researched their PP strategies.

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

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

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