

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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)	957
Proportion (%) of pupil premium eligible students	17%
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	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mathew Calen - Principal
Pupil premium lead	Rob Manger
Governor / Trustee lead	Mercy Washaba

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,429
Recovery premium funding allocation this academic year	£44,436
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£216,865</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 when needs are 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	Progress of PP students in Year 11 is lower than all students with a progress 8 score of -0.80 compared with -0.01 for all students.
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.
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	2022 - 2023 attendance data indicates that attendance among disadvantaged students has been 6% lower than for non-disadvantaged students. 50 PP students (35%) had an average attendance less than 89%. The data last year indicated that students with the average attendance of 85% or below are likely to have a residual of -2.5 on their Attainment 8 score.
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
<p>Improved metacognitive and self-regulatory skills of all disadvantaged students across all subjects, including focus on low ability disadvantaged students.</p>	<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 Year 7 and 8 students during the 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 continue to be a reduction in sanctions for behaviours linked to poor self-regulation. 26% of detentions awarded to PP students (a decrease from 35% in 2021/22). Most of these detentions were linked to lateness and 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>
<p>To improve personal development and careers understanding. To continue to improve reading and comprehension skills.</p>	<p>The daily morning ACCELERATE Programme includes a PSHE and careers programme, specific for each year group. This is being delivered by form tutors.</p> <p>Drop Everything and Read is also part of the ACCELERATE programme for all year groups to encourage oracy and reading.</p> <p>Numeracy, literacy and science are led by subject experts for Year 9-11 and provide opportunities to review prior knowledge, as well as learn about careers.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</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>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</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 and their non-disadvantaged peers being reduced (currently the gap is 6% between PP &amp; NPP).</li> <li>• Reduction in the percentage of disadvantaged students who are persistently absent</li> </ul>

<p>Improved Outcomes for Disadvantaged students across the curriculum with a focus on English, Mathematics and Science</p>	<p><b>70% of disadvantaged students</b> will achieve their Expected Attainment Grade in Mathematics, English and Science.</p>
<p>Continued success in parental engagement of disadvantaged families</p>	<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>
<p>Continued development of cultural capital for disadvantaged students.</p>	<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: £46,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b></p> <p>Classrooms equipped with visualisers – continue to improve use.</p> <p>Subscription to Chartered College of Teaching</p> <p>CPD for staff</p>	<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. 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. We are continuing to improve the use of visualisers.</p> <p>All teachers have access to Chartered College of Teaching to encourage engaging with research and use in their own personal professional development.</p> <p>Staff to be offered training to support improving teaching and learning in departments. A report to be produced from these staff and training for the departments.</p>	<p>All</p>
<p><b>Developing Numeracy and Literacy</b></p>	<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>1, 3</p>

	<p>Drop Everything and Read is being done each week in form time as part of the ACCELERATE programme.</p> <p><a href="#">Improving Literacy in Secondary Schools</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
Metacognition and Self-Regulated Learning	<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 &amp; 8 students will receive explicit coaching in metacognitive and self-regulatory skills delivered through the ACCELERATE programme.</p> <p>External speakers e.g. BBC Bitesize will be delivering information on useful strategies to support with examinations to Year 10 and Year 11.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5
Lead Teacher for Pupil Premium	<p>The lead teacher for Pupil Premium Students will work strategically with the SLT lead to improve 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>	All
Personal development and careers curriculum	<p>During ACCELEARTE students have a bespoke PSHE and Careers curriculum for their year group. This is to develop resilience, teamwork and improve their understanding of the world of work.</p> <p><a href="#">The new Ofsted framework for PSHE education (pshe-association.org.uk)</a></p>	1, 2, 4, 5, 7
Subscriptions to online programmes to assist with teaching and learning.	<p>To support learning at home, students can access a variety of resources on different devices.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5

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

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Complete Maths – Intervention Software</b></p> <p>Diagnostic testing to identify gaps in knowledge for students and then plans a bespoke series of online lessons (videos and quizzes).</p>	<p>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.</p>	<p>1, 3</p>
<p><b>Academic Mentor</b></p>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p><b>Individual Music Lessons</b></p> <p>All PP students are given the opportunity to take up free music/instrument lessons.</p>	<p>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.</p>	<p>7</p>



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

Budgeted cost: £93,411

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://www.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>	
<p>Breakfast Club – All PP students receive an extra £1 for breakfast as well as provision of bagels.</p>	<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
<p>Continued development of cultural capital for disadvantaged students.</p>	<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
<p>PP Allowance</p>	<p>An allowance of £150 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
<p>Revision Guides and Resources for Exam preparation</p>	<p>Year 10 and 11 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
<p>Provision of 3 fiction books for each PP student</p>	<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
<p>PP students to be provided with cooking ingredients</p>	<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
<p>Brilliant Club</p>	<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</p>	1, 7

	a dissertation with support from the University Post graduate tutor. All students to complete Scholars Programme	
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**Total budgeted cost: £216,865**

## 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 2022 to 2023 academic year.

The Pupil Premium Strategy attempts to reflect 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.

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

Measure	2019 Published Results			2023 Actual Results		
	EMS PP	EMS NPP	Nat Ave NPP	EMS PP	EMS ALL	Nat Ave ALL
Progress 8	-0.61	0.16	0.13	-0.81	-0.01	0.0
Attainment 8	3.7	5.0	2.0	3.8	4.8	4.6

43% of FSM Ever6 students achieved grade 4 or above in English and Maths compared with 68% Non FSM Ever6 students.

An area of strength continues to be those students who can complete triple award science. Here PP students have out performed Non PP students.

#### Comparison of published results 2019 to 2023

- Attainment 8 increased from 3.7 in 2019 to 3.8 in 2023.

#### Analysis of EM PP students achieving grade 4 by subject.

- 43% of PP students achieved a grade 4 in English AND Maths. An improvement of 32 percentage points from 2019 (11%)
- 57% of PP students achieved a grade 4 or above in English compared with 67% in 2019
- 50% of PP students achieved a grade 4 or above in Maths compared with 49% in 2019
- 100% of PP students achieved a grade 4 or above in Biology, Chemistry and Physics. compared with 54%, 40% and 43% respectively in 2019.

#### I. Teaching and Learning

High Quality Teaching and excellent pastoral provision are outlined in the strategy as cornerstones for ensuring PP students receive an equitable education. Key pedagogical strategies are identified in the strategy derived from evidence based research and are proven to aid progress.

- Teachers plan effective, sequenced lessons which build on prior knowledge.
- Teachers use targeted questioning.
- Teachers use effective modelling with clear well thought out examples.
- Teachers check for understanding (formative assessment) and use feedback strategies as appropriate in the classroom.
  - All classrooms are 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. – See Impact of visualisers evaluation.

*Action Point: PP focused book study and learning walk to ensure of the recommended strategies are delivered with fidelity across curriculum areas.*

The ACCELERATE programme provides the capacity for subject specialists to deliver a sustained focus on literacy, numeracy, Science, PSHE, Careers and Self-Regulated Learning. This time allows for spacing and interleaving to take place alongside regular retrieval practice.

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 the development of a Self Regulation Accelerate focus delivered to year 7 students. This will continue for present year 7s and be further developed for year 8 students.

*Action Point: Self-regulated learning CPD sessions to be delivered 2023 - 2024*

## 2. Targeted Support

An English tutor was employed to deliver 1:1 tuition to students identified by subject teachers as high priority. Furthermore, sixth form students were deployed as learning mentors in their field of excellence to develop students knowledge in areas of weakness. It is difficult to evidence the academic impact of the tutors. 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.

The number of PP students accessing individual music tuition has increased from 2023 (25% (40 students) of PP students) to 30% (48 students) 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 of breaktime snack before 10:15am. The increased time period that the £1 is available for has increased the uptake of this funding.

The PP allowance continues to be well used, allowing students to access school trips and items from the school shop required for educational use and has been increased to £150 per student in 2023 - 2024

All year 10 and 11 PP students were provided with revision guides appropriate to their curriculum. Study skills and revision hints and tips have been shared during ACCELERATE sessions and in a year group assembly. Furthermore, all year 10 and 11 student have taken part in study skills sessions delivered by an external expert to enhance revision skills and share effective revision strategies, further enhancing the impact of the provision of revision guides.

At Easter, all year 11 pupils received exam packs to facilitate their revision and ensure they were well equipped in advance of sitting their exams.

All PP students have been provided with a scientific calculator to allow them to complete advanced mathematical functions required in maths and science specifically, but also across the wider curriculum.

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

All PP students have received three reading books of their choice to take home and read at their own leisure. Aimed at promoting a love of reading.

In light of the Cost of Living Crisis, PP and Disadvantaged families were invited in to school to cook family meals. 15 families attended. Samworth Brothers provided the ingredients and a trained chef to lead the sessions. 60 portions were cooked over the 6 week period in the run up to Christmas.

## 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.