

## Pupil premium strategy statement – Reviewed July 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year, including a review of academic year 2022-2023) 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	Merry Hill Infant School and Nursery
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	14.4% - 11 FSM, 5 EYPP and 13 SPP (+3 SPP in Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was originally published	November 2021
Date on which it was reviewed	July 2023 (and ongoing)
Date on which it was updated for this academic year	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Melissa Adams
Pupil premium leads	Gemma Hall & Sarah Ineson
Governor / Trustee lead	Caroline Loison, Jarmo Kessanto, Donald Barrell and Dr Ruddock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,355
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£20,355</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that every pupil, irrespective of their background, attainment starting point or unique challenges, feels a sense of belonging and is supported to make good progress throughout the curriculum.*

*Primarily through the development of high quality teaching, we will ensure that all vulnerable pupils, such as young carers or those who have or have had a social worker, are supported to make good progress. Observations, assessments, pupil voice and discussions with families have been used during the exploration phase to ensure each learner's unique challenges have been considered when planning our shared goals.*

*All staff have been trained about the impact of COVID-19 on our most vulnerable learners and we have ensured the profile of our children in receipt of pupil premium has been raised amongst all staff with the mind-set that these children can and will achieve their fullest potential.*

*The key principles of our plan are:*

*Rigorous assessment and tracking that identifies need at the earliest point*

*Sharing the rationale with all staff*

*Robust implementation plans that provide high quality, ongoing CPD for all staff to ensure high quality teaching for all*

*Research based approaches that meet our identified areas of need*

*Thorough and timely reviewing of progress to allow for identification of further CPD need and analysis of the effectiveness of our implemented programme*

### Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that KS1 disadvantaged pupils are having greater difficulties with <b>phonics</b> than their peers. This has an impact on their development as readers.

2	Assessments and observations show that <b>maths fluency</b> has been impacted due to partial school closure during the pandemic.
3	Observations, teacher voice and discussions with the families show that attainment and progress has been impacted by the children's poor <b>listening and attention skills</b> .
4	Assessments, observations, and discussions with pupils and families indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils.
5	Assessments, observations, and discussions with pupils, staff and families has shown that many of our disadvantaged learners have a reduced ability to work <b>independently</b> .
6	Our <b>attendance</b> data indicates that attendance among disadvantaged pupils was <b>89.5 %</b> for the 2020-2021 academic year compared to 93% for non-disadvantaged pupils.  Current Autumn term data is being closely monitored and some of our disadvantaged pupils have attendance below our target of 96%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

### Intended outcomes

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

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024 show that more than 90% of disadvantaged pupils met the expected standard.
Improved fluency within numbers to 20 for all pupils, particularly our disadvantaged pupils.	Children in reception will have a secure understanding of the composition of all numbers to 10. Children in KS1 will have a secure understanding of the composition of all numbers to 20 and use this flexibly when calculating.
Improved engagement during whole class and group learning activities among disadvantaged learners.	Sustained high levels of active engagement during whole class learning and turn taking participation during group work demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from pupil and teacher voice</li> <li>- Learning walks show a significant increase in participation amongst our disadvantaged pupils</li> </ul>

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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, work sampling and ongoing formative assessment.</p>
<p>To increase independent learning skills amongst our disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved independence skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work sampling and ongoing formative assessment.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be no more than 2%.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</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: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of ELS and supporting resources to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>EEF  <a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>ELS provides ongoing training and support and builds on the successful phonics teaching already in place at Merry Hill Infant School. This will support our ECTs and NQT+1</p>	<p>1, 4, 5</p>
<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Purchase of maths resources for each class so that children have access to the key structures we are using as a school.</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><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611117/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Mathematics-in-Key-Stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> <p>EEF research finds that mastery learning has high impact for very low cost:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>2, 5</p>
<p>Oral language and vocabulary</p> <p>Embedding dialogic activities across the school curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality</p>	<p>1, 2, 4,</p>

<p>These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We are implementing Word Aware across the school this year. Key vocabulary will be on plans, shared with children and on working walls for children to use.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>On average, students who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and students from disadvantaged backgrounds (up to 6 months additional progress).</p>	
<p>Embedding metacognitive techniques across the curriculum with a particular focus on live modelling, sharing teacher and student generated models which explicitly demonstrate the thinking process.</p> <p>We will fund teacher release time to embed key elements of guidance in school through study and team teaching and additional CPD.</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of this approach is very high, particularly for disadvantaged pupils.</p> <p><a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 5

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

<p>Engaging with the National Tutoring Programme to provide school Led tutoring for pupils whose education has been most impacted by the pandemic.</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:  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>          And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4, 5</p>
<p>Listening and Attention</p> <p>Assistant SENCo to lead ongoing CPD across the school to ensure the attention bucket intervention for our children who struggle with listening and attention, particularly our disadvantaged children, is embedded.</p>	<p>Our in school evidence base has shown that the attention bucket intervention has a positive impact on children’s listening and attention when done just before the start of a teaching session. Children are better able to focus and get the most out of the high quality teaching that follows.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £3,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We will focus on clear communication through newsletters and blogs to highlight importance of good attendance. Attendance champions appointed to carefully scrutinise data and intervene at the earliest approach, unpicking barriers with families and providing support.</p> <p>DfE also recommends SLT to have a physical presence to reinforce routines and expectations on arrival and</p>	<p>6</p>

<p>Attendance Champions time for analysis and appointing attendance/s upport officers and FSW to improve attendance.</p>	<p>departure. We have a member of SLT on playground each morning.</p>	
<p>Further embed Zones of Regulation across the school to support social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3, 5, 6</p>

**Total budgeted cost: £20,355**

## Part B: Review of outcomes 2022-2023

### Pupil premium strategy outcomes

Challenge Number	Monitoring	Next steps
<p><b>1. Phonics</b></p>	<p>The systematic synthetic phonics programme that was successfully implemented across the school in 2021-2022, has been fully embedded.</p> <p>AHTs led another small targeted group this year to accelerate progress for some of our more vulnerable children in Year 2. The children’s ability to decode increased significantly and their confidence increased in recognising phonemes and reading aloud with fluency. Many of the children moved from learning to read to reading to learn.</p> <p>3/4 of the children in receipt of FSM funding achieved EXS at the end of Year 2, whereas 0/4 were achieving EXS on entry to Merry Hill.</p> <p>All children are reading phonically decodable books which match the sequence of GPCs taught in Essential letters and sounds.</p> <p>Parent partnership –videos have been made to inform parents of the changes to our phonics teaching and to support them in hearing their child read their reading book 4 times in a week focusing on a different skill each time. Parents report that the videos have developed their phonic understanding and they are more confident at helping their child to read using phonics. Some children have been given additional “apply booklets” which we use weekly in school within ELS so that they can have the additional practise at home and parents have been shown on a 1:1 basis how they should be used. Parents liked knowing which sound had been taught that day and felt they could reinforce the learning at home.</p>	<p>Regular check ins and specific needs based CPD for all staff to ensure fidelity to the programme (including LSAs and especially newer LSAs or class teachers new to a year group) led by reading leads.</p> <p>F2F Parent workshop for phonics and reading in Autumn 1.</p> <p>Continue to train any new members of staff throughout the year (none currently known) in ELS as part of their induction.</p>

	<p><b>Phonics Screening Check (2023):</b></p> <p>PSC 87.5% (49/56 all).</p> <p>(4/4) 100% FSM</p> <p>(5/5) 100% SPP</p> <p>PSC Year 2 retakes:</p> <p>(8/10) 80% all</p> <p>(3/3) 100% FSM</p>	
<p><b>2. Maths fluency</b></p>	<p>Mastering Number was introduced Autumn 2021 across Reception, Year 1 and Year 2 because lesson observations showed that children in receipt of pupil premium funding (as well as others) were relying on counting and specifically using their fingers to count on.</p> <p>It has enabled secure firm foundations in the development of good number sense for all children from Reception through to Year 2.</p> <p>The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. The children going into Year 2 in this academic year will be the first to have had the program from the beginning in Reception.</p> <p>Teacher voice, lesson observations and pupil book studies tell us that there has been a substantial improvement in children's ability to subitise (see without counting) to 5. Children in Reception have a secure understanding of the composition of all numbers to 10. Evidence from lesson drop ins shows that nearly all children can split each number into its parts in a variety of ways and understand each number above 5 as 5 and some more.</p> <p>Children in KS1 are confident with number bonds for all numbers to 10. Lesson drop ins show that stem sentences are being used successfully as a key part of the Mastering Number sessions so that children can talk accurately about the maths they are doing. It particularly supported the lower prior attainers to make good progress with their maths</p>	<p>Further research on pupil book study to inform accurate evaluations - Pupil Book Study Alex Bedford.</p> <p>Lesson observations.</p> <p>Mastering number project to continue next year, beyond the embedding phase.</p> <p>CTs to continue to include variation in maths learning to deepen maths knowledge and understanding.</p> <p>Continue to find effective ways to include Maths fluency learning in CIL in Reception (both in enhanced</p>

	<p>fluency. The repetitive nature of the stem sentences particularly supports children with low prior attainment to talk like a mathematician and reason.</p> <p>Mastering Number at home workshop sessions were run for parents in Reception, Year 1 and Year 2 to provide information on the way we teach maths at school and to enable them to work alongside their child in the session on the activities they would be doing at home. An online workshop was available to all too on our school website. Very positive feedback from parents who felt well-equipped to support their child at home. High engagement in the program at home.</p> <p>100% of chn in receipt of PP funding (FSM and SPP) achieved the Maths Early Learning Goal at the end of Reception.</p> <p>During Y2, 2/4 FSM chn have moved from WTS to EXS in Maths, accelerated progress. 1 of these children is also on the SEN register.</p> <p>FSM – 100% have made expected progress+.</p>	<p>activities and adult interactions)</p> <p>Universal and Universal+ training from HfL for all class teachers, to develop first quality teaching and adjustments made to further support pupil's learning needs.</p>
<p><b>3. Listening and attention</b></p>	<p>Attention Autism Bucket training was delivered by our Assistant SENCo in the Autumn term. Attention Autism Bucket has been implemented in all classes according to need, which has included 8 of our children in receipt of pupil premium funding.</p> <p>This academic year the interventions have run consistently and have mostly been led by the class LSA, with the support and guidance of the Assistant SENCo.</p> <p>The Assistant SENCo has observed and given timely feedback to all members of staff leading an Attention Autism Bucket session. Where members of staff need more support or additional training when they are new to the school, they receive it in manageable chunks.</p> <p>Across the school there are 23 children who had the attention bucket intervention this year. 18 children have achieved their objectives and are moving onto the next stage of AAB, 4 have made progress but are still working on the same area and only 1 child has not made progress with the intervention.</p>	<p>Staff voice and pupil voice to assess impact of AAB. Video training on CPD hub.</p> <p>SENCo and SLT to monitor the continued impact of this intervention following the leaving of the Assistant SENCo towards the end of the academic year 2022-2023.</p> <p>SI to support CTs to plan from the perspective of the most disengaged child.</p>

	<p>Of the 8 children in receipt of FSM funding who had the AAB intervention, it had the desired impact on 7 of the chn. 1 child no longer had the intervention by the summer term as listening and attention was no longer a barrier to learning. 6 of the children continued to have the intervention and were making good progress. The impact on one child was more limited.</p>	<p>Continue our work on developing metacognitive strategies within children.</p>
<p><b>4. Oral language skills and vocabulary gaps</b></p>	<p>Curriculum leaders have planned and carefully sequenced the knowledge children should learn and understand in each year group and term, including the key vocabulary.</p> <p>Key vocabulary is on knowledge organisers - given to all pupil premium and SEN chn to take home at the beginning of a new topic so that parents can help to discuss and reinforce the new vocabulary.</p> <p>Key vocabulary on plans and on working walls so that staff and children can refer to it consistently throughout a session / series of sessions.</p> <p>Stem sentences are used in Mastering Number and Maths lessons to improve oral language skills and reasoning. Chn are successfully using, applying and repeating stem sentences to help develop their oral language skills.</p> <p>The Word Aware approach to teaching vocabulary was introduced at the start of the academic year 2022. Children enjoyed the exciting build up and vocabulary parade and see themselves as word collectors. All staff have received CPD throughout the year and are teaching vocabulary using the consistent approach. Vocabulary boards and pots are consistent across the school and children use these to help their retrieval of the words learnt and their definition.</p> <p>A parent workshop was held to explain the approach and how to support at home. All parents agreed that they felt well informed and could support at home.</p> <p>Governor visit forms and HIP visit forms report that the approach is well established with the children and consistent across the school. Word aware assessments show that there is an improved understanding of the words we have chosen to teach following the word aware approach compared to other words which are taught in the curriculum, but not using the word aware approach.</p>	<p>Read Alex Quigley – Close the Vocabulary Gap</p> <p>Word Aware training to support whole school approach – continues to be a school focus next year, focusing on interventions for children.</p> <p>Early intervention – Word Aware to be rolled out in Nursery.</p> <p>Stem sentences to be developed in other subject areas.</p>

<p><b>5. Independence</b></p>	<p>We are in the process of improving metacognitive talk in the classroom and encouraging metacognitive strategies among all children and particularly the disadvantaged children. All staff have received training in metacognitive strategies and some staff have been across the school in each classroom to listen/look for evidence of metacognition. Staff are much more confident at supporting children in the planning and monitoring stages of a learning task.</p> <p>Pupil led book study, which was introduced in the summer term 2022, has been well embedded across the school so that subject leaders and SLT can review and discuss children's learning with them in a purposeful way to ascertain how much learning has occurred and how secure it is.</p> <p>Retrieval practice- staff continue to plan in retrieval practise activities so that children successfully activate prior learning and bring key knowledge and understanding back into their working memories before moving on to the next component of learning.</p> <p>Team teaching for ECTs has focused on modelling and the importance of teachers verbalising their metacognitive thoughts. Lesson observations and pupil voice has shown this has helped children begin to implement this when working independently.</p>	<p>Further embed metacognition in daily practice. Continue to share question prompts and support staff to develop the evaluation stage of the process.</p> <p>Rosenshine research – link to curriculum planning and delivery.</p> <p>Continue with growth mindset work, particularly for new members of staff.</p> <p>SDP priority – 2023-2024 – To enhance provision to enable greater independence. Training for all staff on our 5 active ingredients (developing understanding of cognitive load theory, review of prior learning, higher level questioning used to assess ALL learners, consistent and effective use of scaffolding and modelling, LSAs enhance independent learning skills).</p>
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		SENCo and AHTs to continue to provide CPD and ongoing support.
<b>6. Attendance</b>	<p>The overall attendance rate for all pupils in the academic year 2022-2023 was 93.7%.</p> <p>The percentage of all children that were persistent absentees for the academic year 2022-2023 was 11.7% and the figure among the children in receipt of pupil premium funding was 17.4% (4/26 chn). The attendance of these children has improved for ¾ of the children across the academic year:</p> <p>Child A – 80.2% (Autumn) 87.0% (whole academic year)</p> <p>Child B – 74.2% (Autumn) 77.1% (whole academic year)</p> <p>Child C – 84.8% (Autumn) 86.7% (whole academic year)</p> <p>For child D there was not the desired increase (76.8% Autumn, 72.3% whole academic year).</p> <p>The attendance of 1 PP child who was persistently absent and whose attendance was at 79.2% on Fridays has received targeted action from school working alongside the family and their attendance for the academic year 2022 – 2023 was 91.3% (with Friday mornings seeing an increase to 84.2%).</p> <p>A child has been provided with breakfast club 3 days a week to support the family and the child's attendance at school (Child A above) and further discounts have been given to other families where appropriate.</p> <p>Persistent absentees reduced in number from 28 in Autumn 2022 (45 if including the Reception children who are not yet 5) to 24 in summer 2023.</p>	<p>Updated Attendance Policy for September 2023, to be shared with parents and published.</p> <p>Attendance to be shared with parents each half term and meetings arranged where necessary.</p> <p>Further communication and support with families whose child is at risk of becoming a persistent absentee or already a persistent absentee.</p> <p>Continue meetings with our attendance officer to help support our next actions.</p>

## 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
Attention Autism	
Zones of regulation	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <p>To help new Forces children and their families in <b>settling into the school and becoming part of their new community.</b></p> <p>To raise the profile of our Forces Community through our Year 2 Ambassadors, resources within school and links to Northwood HQ</p> <p>To provide additional pastoral support for exceptional circumstances</p>	<p>Forces Club</p> <p>Forces Liaison Mentor</p> <p>Deployment pastoral support – Drawing and Talking course</p> <p>Event Days Celebrating the Armed Forces Community</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p><b>Forces Club</b> – parent and pupil voice showed that pupils enjoyed the club and it boosted their confidence</p> <p><b>Forces Liaison Mentor</b> – parent voice showed that this role was appreciated and utilised. Our Y2 Ambassadors were given tasks to promote independence and leadership skills.</p> <p><b>Event Days Celebrating the Armed Forces Community-</b> pupil voice showed this had a positive impact on both our Forces children and our whole school community</p>

## Further information (optional)

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

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Embedding effective Assessment for Learning so that prior learning is identified and built upon.
- **Planning, implementation, and evaluation**

When planning our pupil premium strategy we:

Triangulated evidence from multiple sources of data including assessments, engagement in class, pupil led book study, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

Looked at a number of reports, studies and research papers about effective use of pupil premium, attended training by Marc Rowland and purchased his books about Pupil Premium to further understand the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.

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