Pupil premium strategy statement - Holyhead

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Y7-13 1258
	Y7-11 1060
Proportion (%) of pupil premium eligible pupils	59.1% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/23 to 2024/5
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Dave Knox
	Principal
Pupil premium lead	Jenny Campbell
	Vice Principal
Governor / Trustee lead	Sajid Hussain
	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£615,308
Recovery premium funding allocation this academic year	£164,634
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£779,942

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that every student, including those at a disadvantage, leave Holyhead:

- safe and happy
- believing in themselves and seeing their potential to achieve, as well as contributing to the school community and the wider community of Handsworth
- with a reading age that is inline or higher than their chronological age
- with KS4 outcomes that meet or exceed FFT25 (top 25% of all schools)/ ALPS Grade 1-3 (Red)
- having secured their desired pathway in education, employment or training.

At Holyhead, we are privileged to work in a diverse and vibrant community where we celebrate and learn from the many cultures our students come from. Whilst we are culturally rich in our diversity, Holyhead is one of the most deprived wards within the city. This presents us with challenges and opportunities, namely with children who need care and role models to help shape their future, lift aspirations and keep them safe.

Our underlying principle is that every student has meaningful participation within the same ambitious curriculum, regardless of their starting point. In order to achieve this we prioritise CPD and Quality First Teaching which is adaptive to meet the needs of our students of which over 20% have SEND and around 70% are EAL.

We use a range of assessments (including close links with feeder schools) to diagnose the barriers that individual students are facing rather than making assumptions, so we know and recognise how each student is different and faces unique challenges.

We recognise the need for short and focused academic interventions (particularly in relation to reading) to ensure attainment gaps are closed quickly through whole-staff training, evidence-informed interventions, and one-to-one and small-group tuition.

Holyhead is in the highest quintile for deprivation within the UK and as such the impact of the COVID-19 pandemic and the financial crisis in recent years have provided an even greater financial and emotional challenge for many of our families. Therefore, through our strategy, we will strive to remove financial barriers to our curriculum and enrichment, wherever possible. We provide additional capacity to strengthen the foundations of our student support team within the areas of attendance, wellbeing and behaviour.

Challenges

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

Challenge number	Detail of challenge
1	**Oracy** Our observations suggest that many of our students (including those who are at a disadvantage but not exclusively) have lower levels of oracy. For some students, this means they can struggle to confidently articulate their thoughts and feelings leading to frustration which can prevent them from participating fully in lessons if left unaddressed. Not being able to confidently articulate themselves could also impact students' life chances, holding them back in interviews or their place of work.
2	**Reading** 18% of our Year 7 cohort are identified as being below age-related expectations for reading on entry (SAS Score <85) and whilst there is a gap (9%) between students eligible for the PP and those who aren't, it is crucial that all students meet or exceed this minimum standard for reading ability.
3	**Lower levels of self-regulation and metacognition** Our observations suggest that many students (but particularly our lower-attaining students) have lower levels of self-regulation and metacognition. They can struggle when presented with more challenging tasks and often rely on teacher affirmation rather than being able to plan, monitor and evaluate their approach to a task.
4	**Wellbeing** Our observations, discussions with students and assessments (such as PASS) indicate that students with SEMH difficulties experience a variety of social and emotional struggles that can have a big impact on their wellbeing and ability to thrive in school.
5	**Access to the full curriculum** In response to the financial crisis we need to take steps to ensure that no student is prevented from taking part in extracurricular activities and so financial support and resources are provided where needed across the curriculum.

It should be noted that we aim to improve both behaviour and attendance as part of our Pupil Premium Strategy but we view these as outcomes of the challenges listed above and not the root causes.

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
To improve attainment for disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2024/25 we aim to: ● close the gap between disadvantaged and non-disadvantaged students' attainment. ● ensure no subjects have more than a 1 ALPS grade difference for students at a disadvantage and those who aren't.
To improve reading ability for all students (including disadvantaged) across KS3.	NGRT reading data shows improved reading scores for all students (including disadvantaged students as a group). Lesson observations, teacher observations and work scrutinies should also demonstrate improved engagement with activities in lessons.
To achieve and sustain improved attendance for all students, including disadvantaged students with a particular focus on reducing persistent absenteeism.	Sustained high attendance by 2024/25 is demonstrated through: ● average attendance for students who qualify for PP is in line with that of national non-disadvantaged students. ● persistent absenteeism for students who qualify for PP is in line with that of national non-disadvantaged students.
To improve the learning behaviours of all students, including those who are eligible for PP.	Reduction in behaviours requiring the use of suspensions by 2024/25 will be demonstrated by: ● Suspension data for students eligible for PP each term is equal to, or lower than that of non-disadvantaged students.
Improve all students, but particularly disadvantaged students' cultural capital and ensure disadvantaged students are fully engaged and participating in the school's extracurricular offer.	Reduce gaps in cultural capital by 2024/25 will be demonstrated by: ● reduced gaps in all students (and students at a disadvantage as a subgroup) enrichment Personal Learning Checklist responses; ● monitoring of extracurricular activity attendance showing that students at a disadvantage are at least proportionally represented for all opportunities
Improved metacognition and self-regulatory skills amongst disadvantaged students across all subjects.	Class observations and student and teacher voice indicate that all students (including those at a disadvantage) are able to monitor and regulate their learning. The ratio of myPoints for high-quality class and homework to those given for incomplete or no homework will be 5:1.
Improved and sustained wellbeing for all students, including those who are disadvantaged.	Sustained high levels of well-being from 2024/25 will be demonstrated by qualitative data from student voice, parent surveys and teacher observations, alongside quantitative data from PASS surveys.

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: £404,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching and learning supported through instructional coaching Professional development of Quality First Teaching for all, that is adapted to meet the needs of individual students. This will include a sharp focus on ECTs and new members of staff. Appointed a Lead Teacher Educator to develop and enhance staff CPD The development of Instructional Coaching (group and 1:1) by Teacher Educators to support the embedding of professional development into teachers' practice	The quality of teaching matters a great deal: having a one-standard deviation better teacher has been shown to raise test scores by (at least) 25% of a standard deviation. Therefore raising teaching quality is central to our disadvantaged strategy. Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. We need to ensure that our CPD is evidence-based, has content that is drawn from trusted sources and incorporates the mechanisms of; building on prior knowledge, motivating staff as well as developing and embedding techniques in practice. Effective Professional Development Guidance Report. Joe Collin and Ellen Smith (EEF) 2021 Adaptive teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase student success. DFE Early Career Framework, Jan 2019 In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. Trained coaches observe lessons, identify small actionable steps for improvement and then coach staff on its implementation.	1, 2 & 3

Additional coaching capacity will be directed to where there is the greatest need based on disadvantaged students' attainment.	[Four reasons instructional coaching is currently the best-evidenced form of CPD. Sam Sims (Quantitative Education Research) 2019](#) An instructional coaching approach will help support teachers who struggle to overcome existing ingrained habits and adopt new, more effective techniques which will benefit both teaching and learning and behaviour for learning. As recognised by the EEF's Effective Professional Development Guidance Report, a key mechanism is embedding practice to avoid the 'get it, do it' gap which can exist in teachers' practice. [Effective Professional Development Guidance Report. Joe Collin and Ellen Smith (EEF) 2021](#)	
Literacy Improving literacy across all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Professional development opportunities will be funded alongside instructional coaching to embed within teaching practice.	The report states that prioritising disciplinary literacy across the curriculum is key to learning across all subjects in secondary school, and is a strong predictor of outcomes in later life. This is, therefore, particularly relevant for our disadvantaged students. [Improving Literacy in Secondary Schools Guidance Report. Alex Quigley and Robbie Coleman (EEF) 2018](#)	1 & 2
Metacognition and self-regulation Developing metacognition and self-regulation skills students. Professional development delivered by Innerdrive alongside follow-up work with faculties and students through Tutor time.	Teaching metacognitive strategies to students can be a useful method to help students become more independent learners, and teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. There is evidence that metacognitive and self-regulation strategies have been effective across the curriculum, with approaches in mathematics and science particularly successful. [Metacognition and self-regulation. Toolkit Strand. Education Endowment Foundation. EEF.](#)	3
Recruitment and retention Recruitment and retention of staff in key curriculum areas through the development of a team of Lead Practitioners to support subject-specific	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](#) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, and	1, 2 & 3

| curriculum and pedagogical developments. | employ manipulatives and representations, teach problem-solving strategies, and help pupils develop more complex mental models.
KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)

The attainment gap in science is just as pervasive as in maths and English. To teach science well, teachers need to build on the ideas that pupils bring to lessons, use models to support understanding, support students to retain and retrieve knowledge, use practical work purposefully and as part of a learning sequence, develop scientific vocabulary and support students to read and write about science.
Improving Secondary Science Guidance Report. Education Endowment Foundation (EEF) 2021 | |

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

Budgeted cost: £178699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Low reading ages A Vice Principal overseeing reading will use NGRT tests to ensure any students' underlying reading barriers are identified (using further diagnostic assessments where necessary). A focused intervention will then be put in place based on need whether that be EAL, sentence structure, phonics or comprehension and fluency. HLTA and Achievement Assistants support will be required to run the interventions.	Reading comprehension strategies have been found to have a positive impact (+7 months) on outcomes in secondary-aged students. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The EEF evaluation of Lexia as an online literacy support programme concluded that the programme had a positive effect on skills that are important for further literacy development. Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia#:~:text=Exploratory%20analysis%20suggests%20that%20children%20offered%20Lexia%20made,comprehension%20sk	2

	ills%2C%20on%20average%2C%20compared%20 to%20other%20children.	
	Research into IDL as an online programme to support literacy and spelling development suggests that 26 hours of online literacy support can result in 10 months improvement in reading age. https://idlsgroup.com/case-studies/the-effectiveness -of-idl-literacy-a-summary-of-research/	
	A small study in UK schools has found that reading challenging, complex novels aloud, and at a fast pace has been shown to increase students reading comprehension by 8.5 months on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months progress. 'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms Jo Westbrook, Julia Sutherland, Jane Oakhill and Susan Sullivan. 2018	
Subject-based interventions Engaging with the National Tutoring Programme to provide targeted support for students identified as underachieving. This will include the targeted use of tuition partners and school-led tutoring across the curriculum with a sharper focus on disadvantaged students.	One-to-one tuition is very effective at improving student outcomes if targeted at knowledge gaps and specific needs. It provides greater levels of interaction and feedback compared to whole-class teaching and can support students to overcome barriers to learning and increase their progress through the curriculum. https://educationendowmentfoundation.org.uk/educ ation-evidence/teaching-learning-toolkit/one-to-one -tuition Small group tuition is most likely to be effective if it is targeted at students' specific needs. Diagnostic assessment can be used to assess the best way to target support. One-to-one tuition and small-group tuition are both effective interventions. However, the cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. https://educationendowmentfoundation.org.uk/educ ation-evidence/teaching-learning-toolkit/small-grou p-tuition	2 & 3
Introduction of Promoting Progress Leaders Recruiting a PPL for each year group to diagnose need, coordinate and run	Effective implementation requires schools to: ● Identify and cultivate leaders of implementation throughout the school. ● Build leadership capacity through implementation teams. EEF 'Putting Evidence to Work – A School's Guide to Implementation' guidance report, October 2021	3

interventions following Academic Profiles for underperforming students, with a focus on those who are at a disadvantage.		

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

Budgeted cost: £197131

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Providing waves of intervention to support students with SEMH to help them regulate their behaviour and emotions so they do not become a barrier to their achievements and that wellbeing is improved. PASS data, along with pastoral team and tutors' observations and recommendations, are used to identify students who may require additional support beyond what can be provided within a lesson (Wave 1) and will receive a Wave 2 intervention that is delivered by trained staff and closely matched to need. Wave 3 interventions are delivered by specialist providers and put in place if Wave 2 interventions do not have the desired impact.	Effectiveness with SEMH means it is intrinsic to every aspect of school life, rather than something done in isolation. It is a set of behaviours, interactions and values. ***Addressing Educational Disadvantage In Schools and Colleges The Essex Way*** edited by Marc Rowland - 2021 DfE figures report that students eligible for Free School Meals are more likely to receive a permanent or fixed term exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Student behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour Intervention. Toolkit Strand. Educational Endowment Foundation. EEF. Students from disadvantaged backgrounds are more likely to have weaker Social and Emotional Learning (SEL) skills. SEL interventions in education are shown to improve relevant skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment by 5 months if planned and monitored carefully.	3 & 4

	Social and Emotional Learning. Toolkit Strand. Educational Endowment Foundation. EEF.	
Attendance Continue to work alongside an attendance consultant to review and improve our attendance procedures to ensure the principles of the DfEs Working together to improve school attendance are embedded within school routines, and that capacity is increased to support students who are persistently absent and their families.	Poor school attendance is a significant problem in the UK and many other countries across the world. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts on these outcomes. Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment, London: Education Endowment Foundation.	4
Enrichment To extend opportunities for students to take part in enrichment opportunities beyond the classroom. Improve the way that extracurricular activities are planned, sequenced and built into the subject curriculum offer, along with how they are targeted at students in order to meet their 'Curriculum Entitlement'.	'If one accepts that QFT is how we can ensure Pupil Premium students catch up and keep up, then we can also start to think about broadening the definition of intervention to include activities aimed at developing students' social and cultural capital' Ross McGill, Teacher Toolkit (2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Contingency fund for acute issues To ensure that we are able to support students and families going through hardship to, where possible, mitigate the effects of this impacting on their access to the full curriculum.	Due to the recent cost of living crisis, we are aware that we cannot anticipate every need that may require us to respond and so feel it is necessary to set aside a small amount of money to allow us to support students in difficult times.	5

Parental engagement Improve our communication with parents and carers throughout the year to provide them with timely, appropriate and well-pitched information that can be easily understood. Ensure that communication with parents and carers is positive and centred around support and learning.	Levels of parental engagement are consistently associated with improved academic outcomes. This applies heavily to our context and practical strategies with tips, support and resources may be more beneficial to pupil outcomes. Considering how to tailor school communications to encourage positive dialogue about learning can be key, with some evidence suggesting personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 & 4

Total budgeted cost: £779,942

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

For 2023, the Progress 8 score for our disadvantaged students was -0.41, for non-disadvantaged students it was -0.02. Our Attainment 8 score for disadvantaged students was 36.8 (38.16 on ALPS) and for non-disadvantaged students, it was 45.84. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national and local level (though these comparisons are to be considered with caution given ongoing and varied pandemic impacts) and to results achieved by our non-disadvantaged pupils. The national average Progress 8 score for disadvantaged students in 2023 was -0.57 and the Attainment 8 score for disadvantaged students was 34.9. At Holyhead, 30% (32.7% on ALPS) of disadvantaged students achieved grades 5 or above in English and mathematics, compared with 25% of disadvantaged students nationally but disappointingly below non-disadvantaged students at Holyhead of which 47.2% achieved grades 5 or above in English and mathematics.

Whilst the performance of our disadvantaged students in terms of progress and attainment is better in comparison to national figures for other disadvantaged students, it is still disappointing that it is not closer to, or at the level of their non-disadvantaged peers both at Holyhead and nationally. In-school evaluation tells us that some of this is due to the ongoing impact of the

COVID-19 pandemic and the cost of living crisis. These are well known not to have impacted all students and areas equally and as Holyhead is in the most deprived quintile of schools nationally we have seen significantly more students impacted in terms of well-being, mental health issues and attendance. However, it is also clear that some strategies are not yet having the impact we had hoped for. We therefore commissioned an external review of our Pupil Premium Strategy by Marc Rowland, a leading expert in this field. This has allowed us to streamline our approach and strengthen the implementation of our strategies, ensuring they are consistently embedded across the school which will help support improved KS4 attainment in the coming years.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, reading and wellbeing.

Although attendance of disadvantaged students at Holyhead in 2023 was over 4% higher than disadvantaged students nationally it is, however, still below non-pupil premium eligible students at Holyhead and nationally. The actions taken to improve attendance since January 2023 have made a noticeable impact on driving attendance up and these will continue into the new academic year with increased intensity.

The persistent absenteeism rate in 2022-23 for all students but particularly those who are disadvantaged was too high at 32.77% (compared with non-disadvantaged students at 20.68%). Reducing this significantly will therefore feature as a prominent part of both our Pupil Premium Strategy and School Improvement Plan for 2023/24.

Our quality assurance indicates that students are successful in their learning when our Teaching and Learning policy is implemented well, therefore ensuring this is consistently achieved across the whole school is a key feature of our School Improvement Plan for 2023-24. Disadvantaged students too often display underdeveloped self-regulation skills and oracy skills often lacking the confidence and/or ability to articulate themselves fully, and at times appearing unsure when asked to explain their thoughts and opinions. PASS data (GL assessments) indicates disadvantaged students have high satisfaction with their school experience, and learner self-regard and response to the curriculum continue to be areas with lower average scores relative to other categories.

Reading interventions show that as of July 2023, 48% of disadvantaged students are making expected progress and 31% are making higher than or much higher than expected progress compared to their starting points at the beginning of the year (25% nationally are making higher than or much higher than expected progress). This indicates that reading interventions and the whole school reading strategy are having a strong level of impact. However, there is still more to do as not being able to read fluently and for comprehension is vital to students' success and confidence. The evaluation of different interventions for their impact has led to some changes being made for 2023-24 namely the continuation of Read Aloud, the development of Lexia with more robust leadership and management and the introduction of the IDL online programme based on specific underlying issues identified from diagnostic assessments.

Enrichment activities are well attended by disadvantaged students at Holyhead (81% in 2022/23), with 2023/23 seeing our first 4 students complete their Gold Duke of Edinburgh Award, 2 of which were eligible for free school meals. Continuing to refine our tracking of those

regularly attending enrichment and ensuring that opportunities are closely matched needs to remain a key focus of our strategy.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, but we do believe that our strategy contains the necessary elements to ensure improved outcomes for our disadvantaged students. We continue to have high expectations but with a heightened focus on the consistency of their application across all subjects and teachers, both in relation to behaviour and standards of work.

Our evaluation of the approaches delivered last academic year indicates that we have been particularly effective in relation to destinations of students post-16 and post-18, reading interventions and in-year with our work on attendance with significant improvements during the second half of the year continuing into 2023/24. A school improvement priority for 2023/24 is embedding the key principles of the teaching and learning strategy to ensure their consistent application to a high quality across the teaching staff.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Rosenshines's Principles of Instruction	Inner Drive
White Rose Maths	White Rose Hub
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
n/a

The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates it has significant benefits, particularly for disadvantaged pupils.

- the development of Class Stats so that class teachers and form tutors have all the available information on their students that they need in an easily accessible format.

- Faculties have enhanced budgets which allow them to resource their curriculums in a way that removes the burden of financial difficulties for students such as providing specialised equipment for students where needed.

- providing all students with a Chromebook so that they have access to an online reading library and online resources such as SENECA to continue their learning at home. This also allows students to access resources and support from their class teachers via their Google classrooms.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why the activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective from Marc Rowland, a leading expert in this field and was part of a working group made up of senior leaders across the CRST Trust looking specifically at how we can support disadvantaged students within our schools.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class work scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We have also met with a school local to us with high-performing disadvantaged pupils to learn from their approach.

We have looked closely at the EEF guide to the Pupil Premium, 2023 alongside two key books; *An Updated Practical Guide to the Pupil Premium* by Marc Rowland and *Addressing Educational Disadvantage the Essex Way* by Marc Rowland. These have helped to shape our strategy and coupled with reading blogs and studies about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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

We are increasingly implementing a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.