

Pupil Premium Strategy Statement 2025 – 2028

This statement details our school's use of pupil premium for the 2024 / 2025 academic year funding to help improve the attainment of our disadvantaged pupils; and the effect that last year's spending of pupil premium had within our school.

It outlines our pupil premium strategy, how we intend to spend the funding for 2025/2026 to 2027/2028.

School overview

Detail	Data
School name	Raglan Primary School
Number of pupils in school	2025/26 - 434
Proportion (%) of pupil premium eligible pupils	2025/26 - 9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2022
First date of review	November 2023
Next date to be reviewed	November 2025
Statement authorised by	Matt De Freitas, Head Teacher
Pupil premium lead	Matt De Freitas Head Teacher / Sam Collins Learning Mentor
 Automatic reply The Key.msg Governor / Trustee lead	Dr Johanna Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025/26 – £47,131.84
Recovery premium funding allocation this academic year	NA
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	£46,965

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we carefully considered the context of the school and the challenges we face whilst also looking at the research conducted by the EEF. Common barriers to learning for our disadvantaged pupils is limited support for Home Learning, limited access to rich cultural experiences, language and communication skills that are lower than the norm, and occasionally attendance and punctuality issues. At times, there are also complex family situations that prevent disadvantaged children from flourishing. In addition to this, there is a rising number of families that have English not as a first language, who are also disadvantaged (26%).

At Raglan Primary School, our core belief is that every child, regardless of background or starting point, deserves the highest quality of education and the opportunity to flourish. Our Pupil Premium Strategy is firmly rooted in our commitment to equity, ambition, and inclusion for all pupils. The purpose of our Pupil Premium funding is to address educational disadvantage by supporting our most vulnerable pupils to overcome barriers to learning and achieve their full potential. We will use this funding to target evidence-based interventions, high-quality teaching, and holistic support, ensuring all our pupils—especially those eligible for the pupil premium—make strong progress academically, socially, and emotionally.

Our Intentions

- **Narrow the attainment gap:** We are dedicated to closing the gap in attainment and progress between disadvantaged pupils and their peers, ensuring every child leaves Raglan Primary School well-prepared for the next stage of their education.
- **Provide targeted support:** We will identify individual barriers to learning and provide tailored support through a blend of academic interventions, pastoral care, and enrichment activities.
- **Promote high aspirations:** We aim to raise aspirations and develop resilience, confidence, and independence among all pupils, so they can thrive both inside and outside the classroom.
- **Embed high-quality teaching:** We are committed to investing in professional development, so our staff deliver consistently high-quality, evidence-informed teaching to benefit all learners.
- **Work in partnership:** We will work closely with families, external agencies, and our local community to ensure that our approach is holistic and responsive to the needs of our pupils.

Our Approach

Our strategy aligns with the Department for Education's 'menu of approaches' and is underpinned by the latest research and best practice guidance. We will regularly review the impact of our actions using robust data tracking and pupil voice, and adapt our approach as needed. Our Pupil Premium Strategy Plan for 2025–2028 is a whole-school commitment, and the responsibility of every member of the Raglan community.

We aim to achieve these objectives by ensuring Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has shown to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that there is access to a knowledge and vocabulary rich curriculum for all where no child is left behind; and that

disadvantaged pupils make the same progress from their start points as non-disadvantaged pupils.

Targeted academic support from qualified teachers and teaching assistants will provide fluid targeted small group interventions that happen 'there and then' in core subjects. All disadvantaged pupils are involved in the targeted groupings. These are led by a teaching assistant, and ensure that disadvantaged children are able to access every lesson, and gain the individual support they need to 'keep-up' and fill gaps in knowledge.

In addition to this we will be using the LAC Funding allocation to provide targeted additional school-based tutoring.

As part of our wider strategies, our approach will include supporting all children with their non-academic challenges which may negatively impact on their academic achievement. Our Learning Mentor is integral to this part of the Pupil Premium strategy; and monitors the children individually.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, language and communication needs</p> <p>Assessments and observations from teachers and support staff for children from Nursery to Year 2 have identified that disadvantaged children may present with underdevelopment of oracy and language skills, as well as greater difficulties with phonics causing negative impact to their reading development. In addition to this, the rising number of EAL children entering the school (often with no English) and that are disadvantaged provides an additional challenge. It has been identified that children with speech, language and communication needs at an early age have underlying literacy challenges.</p>
2	<p>Attainment not in line with peers</p> <p>Academic data has identified that, although good progress has been made, there is a gap in attainment, in reading, writing and maths between disadvantaged and non-disadvantaged pupils.</p> <p>Due to school closures, knowledge gaps have led to pupils falling behind age-related expectations, especially in maths (across the school).</p>
3	<p>Children or family members with SEMH for example low self-esteem and/or anxiety</p> <p>Our assessments (including Pupil / Parent and Staff Wellbeing surveys), observations and discussions with teachers, pupils and families have identified a marked increase in social and emotional challenges for many pupils. Post-pandemic, the sustained rising cost of living has added further strains in our school on all families – but more so those on lower or no income. Socio-economic challenges particularly affect disadvantaged pupils, including their attainment, to a greater extent than for other pupils. The impact SEMH Barriers means increased exposure to social and emotional challenges, including anxiety, low self-esteem, or difficult home circumstances, can impact focus and readiness to learn. This manifests itself in behavioural issues, withdrawal from peers or adults, lower resilience, and higher need for pastoral support.</p>
4	<p>Attendance and punctuality Issues</p> <p>Our attendance data showed that last academic year that attendance among disadvantaged pupils was between 95% and all pupils was 97%. Our Persistent Absence for DA children was 2.4% of the total Disadvantaged cohort across the school.</p> <p>This is a priority because our assessments and observations indicate that absenteeism has negatively impacted disadvantaged pupils' progress.</p>

5	<p>Parental engagement and parents with difficulties supporting their children at home</p> <p>Our monitoring data has shown that children who are disadvantaged presented with greater challenges engaging with home learning during and post the school closure. This continues to be a challenge with the rapid rise in cost of living for these families. Disadvantaged families can face barriers to supporting learning at home due to work commitments, language difficulties, or lack of familiarity with the curriculum. Lower rates of homework completion, less engagement with school events, or infrequent communication with teachers can all manifest itself with disadvantaged children and families.</p>
6	<p>Limited Access to Enrichment Opportunities</p> <p>Disadvantaged children have fewer experiences outside of school (such as trips, clubs, or extracurricular activities) and this can reduce cultural capital and confidence. This means that disadvantaged children can have less engagement in wider school life, reduced participation in sports or arts, and lower aspirations.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Early interventions from trained support staff increases levels of oracy reducing the level of referrals to speech and language service.</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, book scrutiny and ongoing formative assessment.</p> <p>Teaching assistants have been trained using strategies from 'Words First' for early identification of oracy issues and then supporting these.</p>

<p>Improved reading and writing attainment among disadvantaged pupils, including raising the percentage of disadvantaged pupils achieving greater depth.</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p>	<p><i>KS1 reading outcomes in 2025/26 show that 90% of disadvantaged pupils meet the expected standard.</i></p> <p><i>KS1 writing outcomes in 2025/26 show that 90% of disadvantaged pupils meet the expected standard.</i></p> <p><i>KS1 maths writing outcomes in 2025/26 show that 66% of disadvantaged pupils meet the expected standard.</i></p> <p><i>KS2 reading outcomes in 2025/26 show that 90% (Excludes Language Provision non-mainstream) of disadvantaged pupils meet the expected standard.</i></p>
<p>Closing of gap between disadvantaged and no disadvantaged in core subjects.</p>	<p><i>KS2 writing outcomes in 2025/26 show that 90% (Excludes Language Provision non-mainstream) of disadvantaged pupils meet the expected standard.</i></p> <p><i>KS2 maths writing outcomes in 2025/26 show that 90% (Excludes Language Provision non-mainstream) of disadvantaged pupils meet the expected standard.</i></p> <p><i>We aim to have 100% children at KS1 and KS2 who are disadvantaged to achieve expected levels by the end of this strategy timeframe of 2028 in all core subject areas. (This excludes the Language Provision.)</i></p> <p><i>A minimum of 25% of disadvantaged children will achieve greater depth across maths, writing and reading by the end of this strategy time frame 2028.</i></p>
<p>To achieve and sustain improvement in wellbeing and SEMH for all pupils in our school, particularly our disadvantaged pupils across 2025-2028.</p>	<p>There was a higher proportion of SEMH related issues recorded for Disadvantaged children from 2022-2025, than compared to non-Disadvantaged children.</p> <ul style="list-style-type: none"> • Data will show a decrease in the number of wellbeing concerns raised by parents and teachers • Monitoring will highlight the decreased number of incidents logged on Safeguard for behaviour / in the Incident Folder and on Arbor. • Analysis shows referrals to the Behaviour Outreach Team / Social Care / CAMHS are reducing and we are providing early identification and mentoring in school first.

<p>To sustain attendance for our disadvantaged pupils, meeting the school's attendance target of 97% each year across 2025-2028.</p>	<p>Sustained high attendance from 2025/2028 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being no less than 97%. The attendance of Disadvantaged learners continues to meet the school target of 97%. Disadvantaged Leads meet regularly with the Attendance Officer and Education Welfare Officer and have a clear plan in place for pupils with low attendance (especially Disadvantaged children.) Engaging lessons, adapted learning (where needed) and caring classroom environments shows staff are aware of difficulties that may impact Disadvantaged learners and that they have plans in place to support these.
<p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child</p>	<p>Delivery of parent workshops, encouragement of attendance at parent's evening and parent consultations.</p> <p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life and confidence in how to support their child's learning at home.</p>
<p>To achieve and sustain higher levels of uptake of all extra-curricular clubs and trips for disadvantaged pupils. Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer.</p>	<p>Monitoring of extra-curricular activity attendance to show that all PP children access a minimum of one enrichment activity.</p> <p>Teachers and Club leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p> <p>The school will fund one extra-curricular club or enrichment activity such as music lessons for one instrument / Rock School Place / Sport Club and the payment of all trips/workshops for PP children. School residential will be subsidized for families who have Pupil Premium.</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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for teachers to assess for reading, writing, maths memory and processing difficulties to develop a holistic and multisensory approach for children.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Parental knowledge of where children are at is more accurate with assessment devices.</p>	1, 2, 3, 5
<p>Assessment for SCLN by Speech and language therapist. (Words First Specialists Support Services.)</p> <p>Full cognitive assessment including assessment of strengths and barriers to learning by Educational Psychologist</p>		1, 2, 3, 5
<p>CPD from specialist speech therapist for support staff across the school.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<p>Enhancement of our phonics, reading, writing and maths teaching and curriculum planning, to create an ambitious curriculum, in line with Trust, DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school delivering CPD throughout the school year.</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><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p>	<p>2, 5</p>
<p>Moderation of children's learning across school, Trust, and neighbouring Local Authority (Greenwich) to determine progress of children – are they keeping up?</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Systematic synthetic phonics (SSP) teaching programme validation - GOV.UK (www.gov.uk)</u></p>	<p>2, 5</p>
<p>Monitoring and developing the quality of PSHE teaching and learning to improve the personal development of all disadvantaged children.</p> <p>Assessment of PSHE will be embedded into the curriculum and monitored to ensure disadvantaged pupils are meeting the statutory outcomes for RSE</p> <p>Disadvantaged children to have designated Learning Mentor time and targeted Coaching / Mentoring by external mentoring provider.</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><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p> <p><u>Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)</u></p> <p><u>SCARF: Safety, Caring, Achievement, Resilience, Friendship (coramlifeeducation.org.uk)</u></p>	<p>2, 3, 5</p>

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a maths curriculum resources (Including Timetables Rockstars Subscription) targeted to support children in need of additional support in this area.	<p>Purchasing of manipulatives and training for staff on the use of representations to develop and support children's progression in maths. Review and Action sessions to address misconceptions in all areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-ks2-3</p>	2, 4
<p>Purchase of phonics materials and phonics sessions targeted at disadvantaged pupils who require further phonics support to develop their reading and writing fluency.</p> <p>Access to additional (x3 per week) intervention sessions for phonics by trained staff member.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/phonics-1</p>	1, 2

<p>School Based Intervention Programme to provide a blend of tuition, mentoring and school-led tutoring and interventions for disadvantaged pupils.</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>
<p>Small Group and Individualised interventions to support the SEMH of pupils.</p> <p>Purchase of materials.</p>	<p>Recommended interventions from the Educational Psychology Department purchased and implemented by the ELSA (Emotional Literacy Support Assistant) and Learning Mentor.</p> <p>Emotional Literacy Support Programmes (ELSA)</p> <p>Access to Learning Mentors</p> <p>Zones of Regulation</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</p>	<p>3, 5</p>
<p>Small group interventions in Maths, Reading and writing to support disadvantaged children achieve good or above progress and attainment</p>	<p>Across the school for Core Subjects Teaching assistants will be implementing targeted / fluid interventions that run parallel with lessons to address learning needs then and now, enabling disadvantaged pupils in 'keeping up' with learning.</p> <p>Additional one to one reading with Teaching Assistants for disadvantaged pupils – especially if in the bottom 20% of readers – across school.</p> <p>Year 6 additional small group interventions for reading and maths (before and after – school) being led by class teachers / support staff and Head Teacher.</p>	<p>6</p>

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

Budgeted cost: £16965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A significant number of our disadvantaged pupils have raised concerns for support with social and emotional needs, and will receive additional triage learning mentor support. Where the need is greatest this additional support will be daily / weekly and in line with a behaviour plan (if the child has one.)</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Additionally trained ELSA staff member that supports the children as needed.</p> <p>Additional Mental Health First Aiders to be trained.</p> <p>Training for new senior mental health first leader.</p> <p>Access to Well – Being Lunchtime Club Provision KS2. Additional staff member to coordinate the club.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>A senior mental health lead tracks the support for children and the impact of these interventions.</p> <p>https://www.elsanetwork.org/</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4
<p>Educational Welfare Officer allocation supports the school with concerns of attendance or punctuality.</p> <p>Attendance rate for disadvantaged children will be in line or better than for all pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	4, 5

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £46965

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Following end of Key Stage Assessments (SATS) the data for end of Key Stage 2 shows that the school achieved well above National Benchmarks (excludes Provision Non-Mainstream pupils). That said, the gap between Disadvantaged and Non-Disadvantaged remains. The data highlights that reading, writing and maths progress and attainment for disadvantaged children remains a school priority.

Further analysis highlights increasing EAL numbers, SEMH, SEND and Attendance to be a factor in this trend. Additional Speech and Language, Educational Psychology, Occupational Therapy and Social Communication provision has been sourced alongside a Learning Mentor to ensure a holistic supporting provision for all children.

2024/25 – Summer Term Data Pupil Premium (Excludes Language Provision.)

KS1 reading outcomes in 2024/25 show that 66% of disadvantaged pupils met the expected standard.

KS1 writing outcomes in 2024/25 show that 66% of disadvantaged pupils met the expected standard.

KS1 maths writing outcomes in 2024/25 show that 66% of disadvantaged pupils met the expected standard.

KS2 reading outcomes in 2024/25 show that 50% (Excludes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.

KS2 writing outcomes in 2024/25 show that 25% (Excludes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.

KS2 maths writing outcomes in 2024/25 show that 50% (Excludes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.

We aim to have 100% children at KS1 and KS2 who are disadvantaged to achieve expected levels by the end of this strategy timeframe of 2028 in all core subject areas. (This excludes the Language Provision.)

A minimum of 5% of disadvantaged children will achieve greater depth across maths, writing and reading by the end of this strategy time frame 2028.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We attempted to mitigate as much of this impact as possible by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online learning, where there were class closures still last academic year.

We have had a rise in the number EAL families arriving in school, and EAL families that are disadvantaged. In addition to this the number of SEND children that have PP and are also SEMH has increased. These factors are compounding each other and providing us with a more complex cohort of disadvantaged children to work with. This is consistent with the national and local contexts.

The impact has been noted for both non- and for disadvantaged pupils. A number of external SEND / Behaviour (SEMH) were carried out last year, and an increasing number of disadvantaged children have had diagnoses for ADHD / ASC / SEMH.

We have used a proportion of pupil premium funding to provide wellbeing support for all pupils, and targeted interventions as required. We are building on that approach with the activities detailed in this plan. The school utilizes the ELSA program, sport activity breaks and mindfulness for its disadvantaged pupils to improve their well-being.

Externally provided programmes

Programme	Provider
Behaviour Outreach	Bromley Trust Academy
Educational Psychologist	London Borough of Bromley
Speech & Language Therapist Occupational Therapist	Words First
Sports Coaches	Lovegrove Hockey Academy

Music Lessons	BYMT and Rocksteady (Rockschool Provision) Art Club (Ona Gravilla)
Extra-Curricular Clubs	Please see the school website for details.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	Na

Further information (optional)

- We class **Vulnerable pupils as:**
- those looked after or previously looked after
- those who have a social worker
- those with a CAF
- those with a parent/carer in the armed forces
- children classed as a Young Carer
- children recorded as ever 6 FSM
- children with no recourse to public funds
- children of offenders
- EAL children
- children with SEND

Common identified barriers to learning for disadvantaged pupils may include:

- Speech, language and communication needs
- Challenges for parents supporting children at home
- Low self-esteem and/or anxiety
- Children or family members with SEMH
- Lower attendance or punctuality

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

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](#) 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.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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 also commissioned a pupil premium review to get an external perspective.

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 pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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

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 pupils.