# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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

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| Detail | Data |
| School name | Alsager School |
| Number of pupils in school (11-16) | 1304 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2024  2024-2025  2025-2026 |
| Date this statement was published | 20th December 2024 |
| Date on which it will be reviewed | March 2025 |
| Statement authorised by | Andrea O’Neill  Headteacher |
| Pupil premium lead | Lianne Jardine  Assistant Headteacher |
| Governor / Trustee lead | Anna Wheaver  Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £201,815 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £201,815 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Alsager School is an achieving school and caring community with high expectations of its disadvantaged pupils. Our intention is to raise attainment and ensure that all pupils, irrespective of their background or the challenges they face, make good progress.  The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who are Young Carers or are struggling with social and emotional needs, regardless of whether they are disadvantaged or not.  Quality First Teaching and a knowledge-rich, broad curriculum is at the heart of our approach as they have been proven to have the greatest impact on closing the disadvantage attainment gap; this includes the study of the EBacc at GCSE to keep young people’s options open for further study and future careers. It is our intention that non-disadvantaged pupils’ attainment will also be improved alongside progress for their disadvantaged peers. It is essential that we provide pupils with the knowledge and cultural capital they need to succeed in life, alongside raising aspirations, to tackle intergenerational unemployment and poverty.  Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils thrive. 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. * ensure all staff take responsibility for disadvantaged pupils’ outcomes and for raising aspirations. * improve attendance of disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Maths attainment of disadvantaged pupils is lower than that of their peers. Maths KS2 scaled scores on entry to year 7 indicate the following percentages arrive below age-related expectations (scaled score of 100) compared to their peers. Although narrowed, a gap remains at the end of Key Stage 4.   |  |  |  | | --- | --- | --- | | % of pupils with KS2 maths scaled score < 100 | | | | Year Group | Non-DA | DA | | Yr11 (leavers 2023) | 10% | 38% | | Yr11 (leavers 2024) | 12% | 35% | | Yr11 (leavers 2025)\* | 22% | 58% | | Yr10 (leavers 2026)\* | 42% | 58% | | Yr09 (leavers 2027) | 19% | 52% | | Yr08 (leavers 2028) | 13% | 41% | | Yr07 (leavers 2029) | 10% | 38% |   \*Internal assessments – *Baseline Tests* |
| 2 | The data indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. Reading KS2 scaled scores on entry to year 7 indicate the following percentages arrive below age-related expectations (scaled score of 100) compared to their peers. Although narrowed, a gap remains at the end of Key Stage 4.   |  |  |  | | --- | --- | --- | | % of pupils with KS2 reading scaled score < 100 | | | | Year Group | Non-DA | DA | | Yr11 (leavers 2023) | 13% | 36% | | Yr11 (leavers 2024) | 17% | 39% | | Yr11 (leavers 2025)\* | 18% | 38% | | Yr10 (leavers 2026)\* | 37% | 55% | | Yr09 (leavers 2027) | 19% | 55% | | Yr08 (leavers 2028) | 19% | 26% | | Yr07 (leavers 2029) | 12% | 40% |   \*Internal assessments – *Baseline tests* |
| 3 | Our data indicates that attendance of disadvantaged pupils is lower than that of their peers. In 2023-24, attendance was 6.98% lower than for non-disadvantaged pupils.   |  |  |  | | --- | --- | --- | | Disadvantaged | Non-disadvantaged | Gap | | 86.76% | 93.74% | -6.98% |   % Persistent Absenteeism for disadvantaged pupils in 2023-24 was 28.88% higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.   |  |  |  | | --- | --- | --- | | Disadvantaged | Non-disadvantaged | Gap | | 43.84% | 14.96% | -28.88% | |
| 4 | In line with schools nationally, behaviour of pupils who are disadvantaged is disproportionately challenging when compared to non-disadvantaged peers. |
| 5 | Our assessments, including wellbeing survey, observations and discussions with disadvantaged pupils and families have identified social and emotional issues such as anxiety, depression (diagnosed by medical professionals), low aspirations and low self-esteem having an impact on attendance, behaviour and attainment. This is often exacerbated by poor mental health, substance dependency and domestic violence that some of our disadvantaged pupils face in their households. |

## 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.

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| Intended outcome | Success criteria |
| Improved maths attainment among disadvantaged pupils. | GCSE results demonstrate improved attainment among disadvantaged pupils by achieving a maths Attainment 8 average grade of 4.0+. |
| Improved reading comprehension among disadvantaged pupils across Key Stage 3. | Reading comprehension tests demonstrate improved comprehension skills among both disadvantaged and non-disadvantaged pupils and a gap reduction to no more than 1 year between the average reading ages of disadvantaged pupils and their non-disadvantaged peers. |
| To increase cultural capital and close the knowledge gap between disadvantaged and non-disadvantaged through a knowledge-rich curriculum that addresses gaps and misconceptions. | Internal monitoring and evaluation, alongside data, demonstrates that the subject knowledge of disadvantaged pupils is at the same level of non-disadvantaged pupils.  Internal monitoring shows evidence of effective adaptions to teaching in all subject areas.  Pupil voice and work in books evidences that the ambitious curriculum is accessible to our disadvantaged pupils.  The percentage of disadvantaged pupils achieving the mastering and enhancing grade is equal to that of non-disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Reduce absence rates for 2024-25 demonstrated by:   * the overall attendance rate for all pupils being 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 5%. * the percentage of all pupils who are persistently absent being below national average and to reduce the figure among disadvantaged pupils to 20%. |
| To reduce the number of serious behaviour incidences | Reduced number of significant behaviour instances in comparison with 2023-24 demonstrated by:  A reduction in the number of BFL3s and 4s awarded per pupil with disadvantaged pupils achieving no more than 3 times the number of negative grades achieved by non-disadvantaged.  A reduction in suspensions and permanent exclusions. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing for 2024-25 demonstrated by:   * quantative data from pupil voice, pupil and parent surveys and teacher observations. * An increase in participation in enrichment activities, particularly among disadvantaged pupils (increase from 25% to 30%+) * Achieve the ‘Young Carers in Schools Award’ |

## 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: £101,755

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| In Mathematics, the curriculum focuses on teaching for mastery, supporting pupils, including disadvantaged, with the use of whole-class teaching, common lesson content for all pupils and use of manipulatives. Staff model new concepts using a ‘Me, Us, You’ approach.  New and inexperienced staff to be trained in the mastery approach. Staff are working in small groups undertaking joint planning of lessons and discussions around mastery. These are led by an experienced member of staff to share and develop good practice.  Maths staff to participate fully in the working group of the Maths Hub (led by Alsager School). This had led to ‘best practice’ in teaching various topics. For example, using bar representations when solving ratio problems.  Increase the use of ‘Sparx Maths’ for all year groups. This is supporting disadvantaged pupils through consistency, help videos and targeted feedback on misconceptions and gaps in knowledge. | 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)](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3)  To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: [KS2\_KS3\_Maths\_Guidance\_2017.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1, 3, 4, 5 |
| The continual review of curriculum design in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life.  Curriculum design will be quality assured through whole-school monitoring and evaluation systems.  Staff to be trained in Ordinarily Available Inclusive Provision (OAIP) including adaptive teaching, to ensure that our ambitious curriculum is accessible. | High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment:  <https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf>  Curriculum as a progression model: Developing a curriculum for progression so that pupil know and remember more considering types of knowledge to ensure appropriate sequencing*. Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms*    Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education in each subject and ensured that our curricula reflect this.  <https://www.gov.uk/government/collections/curriculum-research-reviews>  The Early Career Framework (or ​‘ECF’) is the evidence base which underpins a new entitlement to a structured 2‑year package of high-quality professional development for early career teachers. It states:   * Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.   The Education Endowment Foundation independently assessed and endorsed the evidence that underpins the Early Career Framework and have also quality assured the training content developed from it, ensuring materials build upon the best available evidence.  <https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1> | 1, 2, 3, 4, 5 |
| Refine formative and summative assessment practice through staff professional development so that assessments help teachers to identify what pupils remember from the taught curriculum and identify the missing building blocks in pupils’ learning.  A range of formative and summative approaches to be used as vehicles for pupils to demonstrate their learning, ensuring the time taken to mark correlates with successful pupil outcomes. | EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback>  The Independent Teacher Workload Review Group published a report following the Department for Education’s (DfE’s) workload challenge. The three principles from this report stated that marking should be meaningful, manageable and motivating.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf> | 1, 2 ,3, 4, 5 |
| Reading and fluency strategies consistently embedded in schemes of learning to close the reading gap between disadvantaged and non-disadvantaged pupils.  Disciplinary literacy embedded in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) guidance.  A Literacy Lead in each faculty to monitor and evaluate the effective implementation of reading and fluency strategies.  A Reading Lead delivers intervention to the weakest 20% of readers. This will include the teaching of Fresh Start Phonics for pupils struggling to decode.  Implementation of HFL Education Reading Fluency Project strategies whole-school. | Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths, Science and English:  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf)  EEF Toolkit suggests that the provision of reading comprehension strategies and phonics approaches can lead to an average of six and five additional months’ progress respectively over the course of a year.  https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy  Poor reading has been shown to impact on attendance, behaviour and poor mental health.  *‘Closing the Reading Gap’*, Alex Quigley, 2020 | 1, 2, 3, 4, 5 |
| Create a pedagogy toolkit to promote active learning in lessons. Oracy strategy is to be included to improve spoken language skills of disadvantaged pupils.  Staff to receive professional development on Oracy to close the spoken language gap between disadvantaged and non-disadvantaged pupils. | Spoken language skills are one of the strongest predictors of a child’s future life chances. On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers and this gap continues to grow as children move through school (five years’ difference by the age of 14). On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.  <https://voice21.org/why-oracy-matters/>  Oracy also improves a pupil's sense of self-efficacy, which has been identified as a significant factor in attainment for disadvantaged pupils  *‘Reaching the Unseen Children’,* Jean Gross, 2022 | 2,3,4,5 |

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

Budgeted cost: £13,503

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase PP parental engagement to improve attendance, behaviour and pupil achievement by meeting the ‘Leading Parent Partnership Award’ objectives.  Parents to be provided with guidance on how to support their child’s reading at home.  Throughout Spring and Summer term, transition leads to meet with Year 6 parents in feeder primary schools to foster positive relationships, discuss transition concerns and remove barriers prior to the pupil’s arrival at Alsager School. | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a review of studies of interventions aimed at supporting and improving parental engagement in the education of children: [DfE Review of Best Practice in Parental Engagement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf)  Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1, 2 3, 4, 5 |
| Increase pupil access to educational packages, including Fresh Start Phonics, GCSEpod, Languagenut, Bedrock Learning and IDL Literacy/ Numeracy. | Evidence has shown the use of digital technology can achieve improved outcomes for pupils: <https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf>  EEF Toolkit suggests phonics approaches can lead to an average of five additional months’ progress respectively over the course of a year.  https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy  Research suggests that as a pupil progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with increasingly challenging curriculum texts (Beck, McKeown & Kucan, 2002).  Research has found the IDL programmes to be a proven solution for increasing reading and spelling ability of pupils with dyslexia and other learning difficulties:  <https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research>  The Year 11 impact analysis of GCSEpod shows on average, regular users achieved 0.7 more Progress 8 points than non-users; the highest users achieved 20 Attainment 8 points more than non-users; regular users achieve, on average, 1 grade higher per subject than non-users:  <https://www.gcsepod.com/impact-gcse-learning-and-revision/> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £130,836

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase attendance rates for disadvantaged pupils by following the principles of good practice set out in DfE’s [Working Together to Improve School Attendance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf), making attendance ‘everyone's business’ and through dedicated attendance officers tracking, supporting and intervening on pupils’ attendance.  Use an appointed family liaison officer to improve attendance of our most vulnerable pupils.  Invest in an Education Family Support Worker from the local authority’s ‘Attendance and Children Out of School Service’ (2023-2025)  Utilise members of staff between to visit households of persistent absentees or those who are likely to become persistent absentees and encourage their attendance in school.  Work closely with Cheshire East to improve the attendance of persistent absentees. This will involve regular communication, looking at case studies, deep dives and collaboratively meeting with our most vulnerable families and reviewing cases. | Good attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.  <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>  The Department for Education (DfE) published [research](https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014) in 2016 which found that the higher the overall absence rate across Key Stage KS4, the lower the likely level of attainment at the end of KS4.  At KS4, pupils not achieving Grade 9 to 4 in English and Maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4.  The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)  <https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19>  For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and extra-familial harms. This includes crime (90% of young offenders had been persistently absent)  <https://www.gov.uk/government/statistics/understanding-the-educational-background-of-young-offenders-summary-report> | 1, 2, 3, 5 |
| Implement social and emotional programmes and employ a family support worker to support vulnerable disadvantaged pupils.  Family Support Worker to work closely with external services including Cheshire Young Carers, Cheshire East Young Carers Hub and Making Space to identify young carers, the level of care they provide and what additional support they might require.  Use staff who have been trained in mental health first aid as mental health ambassadors who will lead a mental health pupil group and raise awareness of mental health across the school. This will include the delivery of assemblies and creating lessons for awareness days, such as World Mental Health Day and Men’s Mental Health Month.  School counsellor available to offer immediate mental health and wellbeing support. The counsellor will also improve the collaborative support between school, home and the wider network of support services such as CAMHS and Visyon. | Social and emotional learning interventions have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. According to the key findings from the EEF, being able to effectively manage emotions is also beneficial to children and young people beyond reading or maths scores: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.  <https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf> | 3, 4, 5 |
| Use behaviour and inclusion mentors, including an Inclusion Officer/Behaviour Mentor to improve the behaviour of disadvantaged pupils. Mentoring to be offered to pupils who are deemed to be hard to reach or at risk of educational failure or exclusion.  Combine behaviour mentoring with Social Emotional and Mental Health (SEMH) support by training the behaviour mentor in ELSA.  Behaviour management training for staff on ‘visible consistency’ for improved outcomes.  Whole-school implementation of Talaxy, a software package for tracking behaviour. This system includes behaviour and achievement points, offering a more visible and comprehensive view of behaviour for students, staff, and parents. It will be linked to reward systems and help guide future interventions. | Mentoring appears to have a small positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive:  <https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf>  Research has shown that effective classroom management can improve attainment and that it is essential to train teachers in this.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 1, 2, 3, 4, 5 |
| Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g. The Duke of Edinburgh’s Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be targeted and supported to participate.  Utilise therapeutic animals to offer comfort, affection, support and socialisation for our disadvantaged pupils.  As an FSA Recognised Forest School Provider, employ a member of staff to work with identified pupils in natural spaces to learn personal, social and technical skills. | There is a small positive impact of physical activity on academic attainment (+1 month). However, physical activity has important benefits in terms of health, wellbeing and physical development.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>  Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 3, 4, 5 |

**Total budgeted cost: £246,094**

**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 2023 to 2024 academic year.

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| Outcomes for our disadvantaged pupils significantly improved in 2023-24, although a gap remains:   |  |  |  | | --- | --- | --- | |  | **2024** | **2023** | | **Progress 8 non-disadvantaged** | 0.21 (target +0.2) | 0.13 | | **Progress 8 disadvantaged** | -0.01 | -0.51 | | **Attainment 8 non-disadvantaged** | 52 | 52 | | **Attainment 8 disadvantaged** | 39 | 34 | | **%English and Maths Grade 4+ non-disadvantaged** | 79% | 82% | | **% English and Maths Grade 4+ disadvantaged** | 48% | 38% | | **% English and Maths Grade 5+ non-disadvantaged** | 58% | 53% | | **% English and Maths Grade 5+ disadvantaged** | 32% | 13% |  |  |  |  |  | | --- | --- | --- | --- | |  | **Prior Ability** | | | | **2024 Results** | **Lower** | **Middle** | **Higher** | | **Progress 8 non-disadvantaged ( L=34, M = 117, H= 62)** | 0.43 | 0.2 | 0.21 | | **Progress 8 disadvantaged (L=11, M = 13, H = 5)** | -0.16 | 0.24 | -0.37 | | **Attainment 8 non-disadvantaged** | 29 | 50 | 67 | | **Attainment 8 disadvantaged** | 22 | 48 | 61 | | **%English and Maths Grade 4+ non-disadvantaged** | 29 | 87 | 95 | | **% English and Maths Grade 4+ disadvantaged** | 0 | 69 | 100 | | **% English and Maths Grade 5+ non-disadvantaged** | 15 | 57 | 86 | | **% English and Maths Grade 5+ disadvantaged** | 0 | 39 | 80 |   To evaluate our 2024 Key Stage 4 results, we have compared Alsager School's performance with national figures to provide context. The Progress 8 score for our disadvantaged pupils stands at -0.01, significantly outperforming the national average for disadvantaged pupils (-0.57). While our overall Progress 8 score is 0.21 and non-disadvantaged pupils achieved 0.22, the gap between disadvantaged and non-disadvantaged pupils remains larger than desired. Addressing this gap will be a key focus for future cohorts. Notably, our disadvantaged middle prior attainers achieved a Progress 8 score of 0.24, slightly exceeding their non-disadvantaged peers in the same ability group (0.20) suggesting that strategies aimed at supporting middle prior attaining disadvantaged pupils are having a positive impact. Our disadvantaged low prior attaining pupils scored -0.16 in comparison to non-disadvantaged (0.43) highlighting a need for additional support to help close the progress gap. There is a significant gap (0.58) in progress for high prior attaining disadvantaged pupils. The very small cohort size (5 pupils) makes it difficult to draw definitive conclusions but suggests an area for focus.   1. In terms of Attainment 8, the gap between disadvantaged and non-disadvantaged pupils at Alsager School was 13 points, which compares favourably with the national average gap of 19 points. Non-disadvantaged pupils had 29% achieving a grade 4+ in English and maths, while no disadvantaged pupils achieved this threshold, indicating a significant challenge for low prior attaining disadvantaged pupils in securing key grade thresholds.   Middle ability disadvantaged pupils achieved 69% grade 4+ compared to 87% for non- disadvantaged pupils, a gap of 18 percentage points reflecting a narrower gap compared to low-ability pupils but still highlighting room for improvement.All high prior attaining disadvantaged pupils (100%) achieved grade 4+ in English and maths, outperforming their non- disadvantaged peers (95%). This is a positive result, showing high prior attaining disadvantaged pupils are performing well at this key threshold.  **Intended Outcome 1: Improved Maths attainment among disadvantaged pupils across Key Stage 3 & 4.**  **Key Stage 4**   |  |  |  | | --- | --- | --- | |  | **2024** | **2023** | | **% Maths Grade 4+ non-disadvantaged** | 83% | 85% | | **% Maths Grade 4+** **disadvantaged** | 55% | 47% | | **% Maths Grade 5+ non-disadvantaged** | 68% | 62% | | **% Maths Grade 5+ disadvantaged** | 42% | 20% |   Attainment results for disadvantaged pupils in maths showed significant improvement at key thresholds compared to 2023. The percentage of disadvantaged pupils achieving a GCSE grade 4 or higher in maths increased by 8%, rising from 47% to 55%. Similarly, the percentage achieving a grade 5 or higher saw a substantial improvement of 22%, increasing from 20% to 42%.   1. In 2024, the average Progress 8 score in maths for disadvantaged pupils improved significantly, narrowing the gap with their non-disadvantaged peers to 0.3. Non-disadvantaged pupils achieved a Progress 8 score of +0.2, while disadvantaged pupils achieved -0.1. This represents a notable improvement from 2023, when non-disadvantaged pupils achieved +0.15 and disadvantaged pupils achieved -0.41, resulting in a gap of 0.56. The progress made by disadvantaged pupils demonstrates the positive impact of targeted interventions, although further efforts are needed to eliminate the remaining gap entirely.   **Key Stage 3**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Year 9 AP3 Maths |  |  |  |  |  |  |  | |  |  |  | **Below Target** | | | | | | **Prior Ability** | **DA Cohort** | **Non-DA**  **Cohort** | **#DA** | **%DA** | **# non-DA** | **%Non DA** | **Gap** | | **N/A** | 4 | 12 | 0 | 0% | 1 | 8% | 8% | | **Low** | 19 | 80 | 4 | 21% | 8 | 10% | -11% | | **Middle** | 10 | 108 | 3 | 30% | 45 | 42% | 12% | | **Higher** | 1 | 21 | 1 | 100% | 6 | 29% | -71% | | **All** | 34 | 221 | 8 | 24% | 60 | 27% | 3% | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | | Year 8 AP3 Maths |  |  |  |  |  |  |  | |  |  |  | **Below Target** | | | | | | **Prior Ability** | **DA Cohort** | **Non-DA**  **Cohort** | **#DA** | **%DA** | **# non-DA** | **%Non DA** | **Gap** | | **N/A** | 3 | 8 | 1 | 33% | 1 | 13% | -21% | | **Low** | 17 | 35 | 3 | 18% | 0 | 0% | -18% | | **Middle** | 17 | 131 | 4 | 24% | 24 | 18% | -5% | | **Higher** | 1 | 51 | 0 | 0% | 23 | 45% | 45% | | **All** | 38 | 225 | 8 | 21% | 48 | 21% | 0% | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | | Year 7 AP3 Maths |  |  |  |  |  |  |  | |  |  |  | **Below Target** | | | | | | **Prior Ability** | **DA Cohort** | **Non-DA**  **Cohort** | **#DA** | **%DA** | **# non-DA** | **%Non DA** | **Gap** | | **N/A** | 2 | 5 | 1 | 50% | 1 | 20% | -30% | | **Low** | 12 | 35 | 0 | 0% | 2 | 6% | 6% | | **Middle** | 27 | 110 | 9 | 33% | 32 | 29% | -4% | | **Higher** | 4 | 75 | 3 | 75% | 32 | 43% | -32% | | **All** | 45 | 225 | 13 | 29% | 67 | 30% | 1% |   Key Stage 3 results reveal progress in closing gaps for some groups, but challenges remain, particularly for high and low prior attaining disadvantaged pupils. Middle prior attaining disadvantaged pupils in Year 9 performed well, outperforming their non- disadvantaged peers in progress; high prior attaining disadvantaged pupils in Year 8 also showed strong outcomes, with none below target; low prior attaining disadvantaged pupils in Year 7 were on target, with no pupils falling behind. However, in years 7 and 9 high prior attaining disadvantaged pupils showed significant underperformance compared to non- disadvantaged peers, requiring tailored academic challenge and support. In Years 8 and 9, low prior attaining disadvantaged pupils underperformed compared to non- disadvantaged peers, highlighting the need for enhanced numeracy interventions and individualised support. While Year 9 middle prior attaining disadvantaged pupils performed well, small gaps persist in Years 7 and 8 that should be addressed to ensure sustained progress.  **Intended Outcome 2: Improved reading comprehension among disadvantaged pupils across Key Stage 3.**  Reading data shows reading age improvements and the closing of the gap between disadvantaged and non- disadvantaged pupils following the implementation of targeted reading interventions. Initial assessments suggest that fluency strategies have contributed to improvements in comprehension, with pupils showing reading age advancements of up to 3.8 years in a 10-week period.    **Year 7 Data:**  **Autumn Data (Pre-Intervention):**   * + - Non-DA pupils: Average reading age of 12.35 years.     - DA pupils: Average reading age of 10.78 years.     - **Reading Gap:** The gap between DA and non-DA pupils was 1.75 years.   **Summer Data (Post-Intervention):**   * + - Non-DA pupils: Average reading age of 12.90 years.     - DA pupils: Average reading age of 12.20 years.     - **Reading Gap:** The gap between DA and non-DA pupils reduced to 0.7 years.   **Gap Reduction:** The gap for Year 7 pupils has closed by 1.05 years, from 1.75 years in Autumn to 0.7 years in Summer.  **Year 8 Data:**  **Autumn Data (Pre-Intervention):**   * + - Non-DA pupils: Average reading age of 12.87 years.     - DA pupils: Average reading age of 11.41 years.     - **Reading Gap:** The gap between DA and non-DA pupils was 1.46 years.   **Summer Data (Post-Intervention):**   * + - Non-DA pupils: Average reading age of 13.19 years.     - DA pupils: Average reading age of 11.97 years.     - **Reading Gap:** The gap between DA and non-DA pupils reduced to 1.22 years.   **Gap Reduction:** The gap for Year 8 pupils has closed by 0.24 years, from 1.46 years in Autumn to 1.22 years in Summer. Year 8 shows a smaller reduction of 0.24 years, suggesting that while the strategies have had a positive effect, further interventions are needed to close the gap more effectively.  **Intended Outcome 3: To close the knowledge gap and increase cultural capital between disadvantaged and non-disadvantaged through a knowledge rich curriculum that addresses gaps and misconceptions, and the use of tutoring.**  20 Year 11 pupils accessed 2112 hours of tuition through the National Tutoring Programme in 2023-24 to close the knowledge gap. Furthermore, 41 Year 11 pupils received weekly peer-mentoring from Year 12 to target subjects in which they were underperforming. These strategies, alongside the focus on curriculum design, had a positive impact on GCSE outcomes compared to 2022-23:   |  |  |  | | --- | --- | --- | | **Disadvantaged Key Performance Indicators** | **2024** | **2023** | | DS Average Total Attainment 8 | 39.9 | 33.7 | | DS Average KS2 Prior Attainment | 100.5 | 101.5 | | DS Average Total Progress 8 | -0.01 | -0.51 | | DS Pupils Achieving 9-4 in English and Maths | 49% | 38% | | DS Pupils Achieving 9-5 in English and Maths | 33% | 13% |   According to our most recent Ofsted inspection in January 2023, “Leaders have developed a curriculum that is broad and ambitious for all pupils…They have ensured that the curriculum is relevant and engaging. Leaders have increased the proportion of pupils who take a modern foreign language at GCSE. Consequently, more pupils now study the English Baccalaureate suite of subjects…In almost all subjects, leaders have identified the knowledge that they want pupils and pupils to learn.” A Cornovii Trust Pupil Premium Review in July 2024 found, “The curriculum is reviewed throughout the year and is clearly broad, balanced and ambitious across all key stages. Teaching across the school typically enables learners to make progress in most lessons but high expectations aren’t consistently applied across all subjects which can in turn lead to a lack of challenge particularly for those pupils who are disadvantaged.” High expectations of disadvantaged learners and the consistent implementation of Ordinarily Available Inclusive Provision is a whole-school priority for 2024-25.  **Intended Outcome 4: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**  **Attendance**   |  |  |  |  | | --- | --- | --- | --- | |  | Disadvantaged | Non-disadvantaged | Gap | | 2022-23 | 86.95% | 92.7% | -5.72% | | 2023-24 | 86.89 | 93.73 | -6.84 |   The attendance rate for disadvantaged pupils has remained relatively stable, with a minor decrease from 86.95% in 2022-23 to 86.89% in 2023-24. While this drop is small, it signals a slight decline in overall pupil engagement or attendance. In contrast, non-disadvantaged pupils showed a more noticeable improvement in attendance, rising from 92.7% in 2022-23 to 93.73% in 2023-24. The attendance gap between disadvantaged and non-disadvantaged pupils has therefore widened, increasing from 5.72% in 2022-23 to 6.84% in 2023-24. This indicates that, while non-disadvantaged pupils are experiencing a steady increase in attendance, disadvantaged pupils are not experiencing the same improvement, leading to a growing disparity in attendance rates.  **Persistent Absence**  Persistent absence pupils are identified as a persistent absentee if they miss 10% or more of their possible sessions.   |  |  |  |  | | --- | --- | --- | --- | |  | Disadvantaged | Non-disadvantaged | Gap | | 2022-23 | 42.34% | 18.79% | -23.55% | | 2023-24 | 43.84% | 14.96% | -28.88% |   Persistent absence rates for disadvantaged pupils have increased from 42.34% in 2022-23 to 43.84% in 2023-24, showing a worsening situation. The rate of persistent absence for non-disadvantaged pupils decreased from 18.79% in 2022-23 to 14.96% in 2023-24, suggesting improvement in attendance behaviour within this group. The gap in persistent absence rates has therefore widened significantly, from 23.55% in 2022-23 to 28.88% in 2023-24. This increase highlights that disadvantaged pupils are increasingly more likely to be persistently absent compared to their non-disadvantaged peers. It is a concerning trend that reflects the need for targeted interventions for disadvantaged pupils in 2024-25.  **Intended Outcome 5: To reduce the number of Fixed Term Exclusions and Behaviour Incidences**    **Behaviour for Learning (BFL) Data:**  **BFL 4s (Serious Misbehaviour):** Disadvantaged pupils received an average of 5.4 BFL 4s per pupil in 2023-24, compared to 2 for non-disadvantaged pupils. This represents a slight decrease from the previous year, where disadvantaged pupils averaged 6 BFL 4s.  **BFL 3s (Low-Level Disruption):** Disadvantaged pupils also demonstrated a higher rate of low-level disruption, with an average of 19 BFL 3s, compared to 14 for non-disadvantaged pupils. The increase from the previous year was 1 for disadvantaged pupils and 3 for non-disadvantaged pupils.  **Ineffectiveness of Behaviour Interventions:** Despite ongoing interventions, disadvantaged pupils demonstrated disproportionately higher levels of misbehaviour. 2% of disadvantaged pupils received 50 or more BFL 4s, compared to 0.4% of non-disadvantaged pupils, with no significant change from the previous year.  **Suspension Duration and Trends:**  The total number of suspensions decreased slightly from 152 in 2022-23 to 141 in 2023-24, marking a reduction of 11 suspensions across the year. Despite the overall decrease, 56 of the 141 suspensions were issued to disadvantaged pupils, representing a disproportionate number. The most frequent causes of suspension in all cases were possession of or use of a prohibited item (vapes), persistent disruptive behaviour, and verbal abuse/threatening behaviour towards staff. Disadvantaged pupils received an average suspension duration of 2.6 days, compared to 3.5 days for non-disadvantaged pupils. Although more suspensions were issued to disadvantaged pupils, the average length of suspension has decreased.  In conclusion, while there has been a small reduction in suspensions overall, disadvantaged pupils continue to exhibit higher levels of misbehaviour leading to higher numbers of suspensions. Behaviour interventions, though showing some positive outcomes, have been less effective for disadvantaged pupils, particularly in addressing low-level disruption and reducing suspensions. However, strategies such as behaviour mentoring, emotional coaching, and the Girls on Board programme have shown promise in improving pupil relationships and conflict resolution. The introduction of more consistent behaviour management strategies, improved tracking through Talaxy, and the extension of support programmes for both disadvantaged and SEND pupils should help further address these disparities. Moving forward, increasing positive reinforcement and further refining interventions for disadvantaged pupils will be crucial to reducing behavioural disparities.  **Intended Outcome 6: To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.**  In the 2023-24 academic year, the school has made significant strides in expanding access to counselling services for pupils, reflecting a clear commitment to supporting mental health and well-being. A total of 87 pupils accessed one-to-one counselling sessions, and an additional 44 pupils participated in regular group counselling sessions in collaboration with Visyon. This increase in counselling provision indicates the school’s proactive approach to addressing the mental health needs of its students.  Furthermore, significant strides have been made in strengthening the support systems for Young Carers at Alsager School. A growing awareness of what it means to be a Young Carer, coupled with proactive efforts to identify and support these pupils, has led to an increase in the number of pupils being recognised and provided with essential support services. A total of 73 pupils have been identified as Young Carers, and they have been referred to both internal and external support services, including Cheshire Young Carers, Cheshire East Young Carers Hub, and Making Space. The number of Young Carers’ School Champions has expanded from 2 to 5. These are staff members who are specifically designated as points of contact for Young Carers within the school. This increase ensures that more pupils have access to a trusted adult they can talk to, fostering a greater sense of security and support. The school has also appointed a School Link Governor, dedicated to championing Young Carers at the governance level. This role enhances the visibility of Young Carers within the leadership structure of the school, ensuring that their needs are consistently prioritised in decision-making processes. A pupil notice board dedicated to Young Carers has been established, and it is maintained by pupils themselves. This initiative not only raises awareness but also empowers Young Carers by providing them with a platform to share their experiences and access information about available support. The school is aiming to achieve the Young Carers in Schools Award in 2024-25. This is an important next step in formalising and further improving the support provided to Young Carers. Achieving this award would not only recognise the progress made but also serve as a benchmark for continuous improvement in supporting Young Carers at the school.  Well-being data indicates that Alsager School fosters a kind and supportive environment. Teacher-pupil relationships remain strong, with over 95% of pupils indicating that teachers listen to them and help them do their best. Improvements have been seen in pupil well-being in the 2024 surveys, particularly in terms of physical hurt and bullying. However, disparities remain, particularly among disadvantaged, EAL, and LGBTQ+ pupils, who report higher levels of loneliness, verbal hurt, and mental health concerns. Despite the availability of an in-school counsellor, behaviour mentors, and a comprehensive PSHE curriculum, there has been a downturn in the number of pupils who feel the school encourages them to look after their mental health, a key area of concern. Further exploration through pupil voice is needed to understand the reasons behind this decline.  Finally, our pupil voice data shows that pupils value, and benefit from, the wide range of extra-curricular activities, such as Debating Club, a popular place for pupils to discuss local, national and international topics. Additional clubs were established in 2024 based on disadvantaged pupils’ suggestions on what would engage them and consequently there is over 75% pupil premium attendance at Warhammer and E-sports clubs. The Cornovii Trust Pupil Premium Review in July 2024 found “good tracking of attendance in terms of the different groups of children who attend the enrichment clubs and activities” with over 25% of disadvantaged pupils attending 1 club or more, in comparison to 21% of non-disadvantaged. It is our aim to increase this number in 2024-25. |

## 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 |
| 14-16 Vocational Pathway | Reaseheath College |
| Bedrock Learning | Bedrock Learning |
| The Duke of Edinburgh’s Award | The Duke of Edinburgh’s Award |
| Fresh Start Phonics | Ruth Miskin Training |
| GCSEpod | Soundbite Learning |
| IDL Literacy | International Dyslexia Learning Solutions Limited |
| IDL Numeracy | International Dyslexia Learning Solutions Limited |
| Languagenut | Languagenut Ltd |
| Literacy Assessment Online | Edukey Education |
| National Tutoring Programme | MyTutor |
| Ruff and Ruby | Ruff and Ruby |
| Girls on Board | Girls on Board |
| Provision Map | Provision Map |
| The Lodge (short term alternative provision) | Sandbach School |
| Sparx Maths | Sparx Maths |
| Tute | Tute Education Ltd |
| Visyon | Visyon Ltd |

# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:   * Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/)   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.  We triangulated evidence from multiple sources of data including assessments, monitoring and evaluation systems, conversations with parents, pupils and teachers to identify the challenges faced by disadvantaged pupils.  We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF Guide to Pupil Premium](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support) to help us develop our strategy and will continue to use it through the implementation of our activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |