

HAYDOCK ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL



PUPIL PREMIUM STRATEGY STATEMENT 2025 -2028

'Lighting the Flame for Life- Long Learning'

THIS STATEMENT DETAILS OUR SCHOOL'S USE OF PUPIL PREMIUM FOR THE 2025 TO 2026 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

Detail	Data
School name	Haydock English Martyrs' Catholic Primary School
Number of pupils in school (@ Oct 2025)	250
Proportion (%) of pupil premium eligible pupils	26% (64 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Review September 2026
Statement authorised by	Karen Prescott Headteacher
Pupil premium lead	Karen Prescott Headteacher
Governor	Mrs Sarah Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,190
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	£99,190

PART A: PUPIL PREMIUM STRATEGY PLAN

School Mission Statement



We provide a varied stimulating education which challenges all to achieve, encouraging all to live in the spirit of Jesus. As part of the wider community, we will work towards success.

Statement of Intent

We aim to ensure that every child leaves our school excited about learning and determined to succeed. We want to equip them for their future lives with long lasting knowledge, skills, understanding and personal qualities and values.

The targeted and strategic use of Pupil Premium funding will support us in achieving our School Mission Statement and its underpinning aims. Pupil Premium funding will be allocated following annual needs analysis which will identify priority classes and groups. This will be rooted in school contextual evidence.

Principles

- We ensure that quality first teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

All our work funded by the Pupil Premium will be aimed at maximising progress so that the vast majority of children leave English Martyrs' at, or above, the national average. We aim for every child to make progress that is good or better. Whilst we strive to ensure academic progress, we recognise the importance of progress in terms of developing confidence, self-esteem, aspirations and other strong personal qualities and values.

At Haydock English Martyrs' we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research-based interventions to try to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

Our approach will be responsive to common challenges and individual needs, through school and individual contextual evidence and analysis. We will:

- ensure disadvantaged pupils are challenged in the work that they are 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.

CHALLENGES

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps on entry to reception.</p> <p>Baseline information in 2024 showed 77% of children were below in Communication and Language. 75% of disadvantaged pupils were below in Communication and Language whilst on 78% of non-disadvantaged pupils were below. This figure is skewed by not all families initially completing appropriate documentation for pupil premium due to universal free school meals and a high number of SEND pupils who are not pupil premium.</p> <p>Baseline information in 2025 showed 57% of all children were below in Communication and Language. 75% of disadvantaged pupils were below in Communication and Language whilst on 50% of non-disadvantaged pupils were below. This gives a 25% gap.</p>
2	<p>Assessments and observations of pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Discussions with disadvantaged pupils suggests that they don't all have access to a range of books in the home setting.</p>
3	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in September 2023 80% (4/5) disadvantaged pupils compared to 64% non-disadvantaged pupils are below age-related expectations. A gap of 16%</p> <p>In October 2024: Baseline information in 2024 showed 81% of children were below in Mathematics. 87% of disadvantaged pupils were below whilst 77% of non-disadvantaged pupils were below. A gap of 10%</p> <p>In October 2025: Baseline information in 2025 showed that 63% of pupils were below in mathematics. 75% of disadvantaged pupils were below whilst only 59% of non-disadvantaged pupils were below. A gap of 16%</p>
4	<p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The gap has widened in 2024 to 2025 compared with 2023/24.</p> <p>In 2022 to 2023 disadvantaged pupils was 93.1 whilst non-disadvantaged pupils was 94.8.</p> <p>In 2023 to 2024 the figure for disadvantaged pupils was 92.4 whilst non-disadvantaged pupils was 95%</p> <p>In 2024 to 2025 school based data shows that the figure for disadvantaged pupils was 91.7 whilst non-disadvantaged pupils was 95.1% thus widening the gap from the previous year from 2.6% to 3.4%</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
1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, observations and ongoing formative assessment.
2 Improved reading attainment among disadvantaged pupils.	Phonics Screening outcomes in 2026/2027 and 2027/2028 will show that the disadvantage gap has narrowed. End of KS 1 internal reading assessments/ outcomes in 2027/ 2028 will show that the disadvantaged gap has narrowed. KS2 reading outcomes in 2026/ 27 and 2027/28 will show that the disadvantaged gap has narrowed.
3 Improved maths attainment for disadvantaged pupils at the end of KS2.	KS 1 & KS2 maths outcomes in 2026/27 & 2027/2028 will show that the disadvantaged gap has narrowed.
4 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance each academic year from 2026/27 to 2027/28 demonstrated by: <ul style="list-style-type: none">the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils also being reduced.

Our Implementation Process

We have selected a small number of priorities to give them the best chance of success. We use evidence-based interventions and learn from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

Explore

- Identify a key priority of the School Improvement Plan
- Systematically explore appropriate evidence based interventions
- Examine the fit and feasibility with the school in relation to staffing and resources

Prepare

- Develop a clear and logical plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations including a baseline measure to show starting points.

Develop

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support and monitoring where necessary

Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices

Our Tiered Approach

To prioritise our spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Quality Teaching
2. Targeted academic support
3. Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

Quality of Teaching

Our priority at Haydock English Martyrs' Primary School is to ensure that a highly effective teacher is in front of every class, and that all staff are supported to keep developing.

- Encouraging self-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school. Weekly staff meetings.
- A lesson study approach to model good practice, develop pedagogy and upskill teaching staff.
- A detailed training package for ECTs to ensure quality first teaching in every classroom and access to leadership qualifications for more experienced teachers e.g. NPQML, NPQSL.
- Quality, research-based training delivered by external providers to address specific whole school improvement priorities where appropriate and available.

Targeted Academic Support

We consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

- Use high quality online resources to support pupils learning.
- Use quality interventions in the Foundation Stage to close the gap on entry and improve early language.
- Deliver small group, research- based interventions for some children below age related expectations who are in receipt of the PPG.
- Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge.
- Specific, tailored social, emotional & mental health interventions based on the needs of each individual child.

Wider Strategies

We aim to focus on the most significant non- academic barriers to success in school, including attendance, behaviour and social/emotional support.

- Learning Mentor with the Education Welfare Officer, specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits where appropriate for unauthorised absence, completing Early Help assessments when applicable and appropriate, and supporting parents (and children) to improve attendance and punctuality.
- Learning Mentor in place to provide support to families at all levels of need but particularly in relation to early intervention and support, including parental engagement.
- Wellbeing and Behaviour based on our school gospel values.

- Providing a wide variety of enrichment experiences for all pupils.

Activity in this academic year (2025 to 26)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.



QUALITY FIRST TEACHING

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER termly standardised diagnostic assessments.</p> <p>On-going costs (following purchase) and implementation of Well Comm for EYFS language screening.</p> <p>Staff meeting time to ensure assessments are interpreted and administered correctly.</p>	<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. This will be for Y1 to Y6</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Staff CPD re developing curriculum subject knowledge, working and long-term memory so that pupils learn and remember more across the curriculum & to enhance assessment strategies across the whole school.</p>	<p>Staff development impacts positively upon outcomes for pupils and whole school consistent approaches.</p> <p>Mary Myatt Webinar & Film Subscription</p> <p>Whole School Subscription National College</p> <p>Subject Associations e.g Geography Association, DT</p>	1,2,3
<p>Spoken language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including spoken language 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> <p>(x1 member of staff training re Eklan Programme)</p>	91
<p>Further purchase of Read Write Inc resources which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils including purchase of 1 year subscription RWI Phonics EBOOK Library (£207). Portal for assessment and progress guide plus additional training and consultant development days</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>(subscription & training package)</p>	2
<p>Purchase of Bronze, Silver & Gold Reading Rewards</p>	<p>Reading Incentivisation Rewards</p>	2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) for all teachers (Sarah Martin Consultancy)	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Mathletics On-Line Maths 1 year subscription for Year 1 to 6 on-line maths	By blending intrinsic and extrinsic motivations and rewards, and using best-practice theories of gamified learning, Mathletics keeps students engaged with maths. With fresh activities, challenges and regularly updated content, Mathletics always has something new to learn and fun to do. This also ensures access during times of remote/ blended learning.	3
White Rose Maths Subscription & Resources 1 year subscription for the premium package including resources for parents/ home lessons	White Rose Maths materials and training are created by our own specialist maths teachers, and they continually develop them in response to nations requirements and the many schools and pupils who use them.	3
Primary Stars - Maths Maths on-line subscription for KS 1	To support enjoyment of maths.	3

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual subscription of a programme purchased to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1
Temporary funding to employ x1 x1 19 hours Learning Support Assistant to deliver RWInc reducing group sizes KS 1. Also	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	2

to implement RWInc 1 to 1 sessions. Additional 15 hours LSA support in Year 1 and a further 10 hours L3 LSA support in Year 1.	when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Small classes in Lower Key Stage 2 for class organisation 23,24,23. Individual & small group support/teaching in EYFS & Y1&Y2 RWInc Booster group support in Y5 & Y6	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3
1 to 1/ 1-2/ Small group teaching Teacher x1/2 day per week x38 weeks in EYFS	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Learning Mentor in post to support vulnerable and disadvantaged pupils and families.	https://oxfordimpact.oup.com/wp-content/uploads/2023/03/Student-wellbeing-An-analysis-of-the-evidence.pdf	4
IDL - On line targeted support on line for every pupil in literacy and maths	A charity-owned company with a mission to lift barriers to learning. IDL's award-winning Literacy and Numeracy software is proven to improve reading, spelling and maths abilities for pupils around the world. https://idlsigroup.com/case-studies	1,2,3
Specialist Dyslexia/ Dyscalculia Teacher for assessments and advice	To ensure pupil needs are fully understood re dyslexia assessments. To support dyslexia friendly teaching.	2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve purchase of EWO service level agreement (half day per week), training and time for staff to develop and implement procedures to improve attendance.</p> <p>Promoting attendance through weekly, half termly, termly and annual rewards, certificates, medals and prizes</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	<p>4</p>
<p>Educational Psychology support for assessments x 3 additional days</p>	<p>To ensure pupil needs are fully understood.</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>
<p>Internally continue to train a school well-being lead to develop policy, practice, support and identify appropriate signposting. This will involve time for training, developing and sharing resources. Roll out the school based strategy during this academic year through staff development. (Senior Mental Health Lead Training & Implementation of 'Worth It' strategies)</p>	<p>With the support of Public Health England, the Anna Freud Centre's Evidence-Based Practice Unit (a partnership with University College London) and the Child Outcomes Research Consortium (CORC) have developed the Wellbeing Measurement Toolkit and Framework. These resources have been developed and validated by experts. Together, they offer schools an evidence base for mental health support and aim to help schools invest their resources effectively.</p>	<p>All</p>

Role of Learning Mentor as costed in previous section – supports many wider strategies for pupils and families across the school	https://oxfordimpact.oup.com/wp-content/uploads/2023/03/Student-wellbeing-An-analysis-of-the-evidence.pdf	All
--	---	-----

Total budgeted cost: £99,190

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR. PUPIL PREMIUM STRATEGY OUTCOMES 2023 TO 2024



This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

As of Spring 2024 Census Data, 65 of the school's 275 pupils were classed as disadvantaged and considered 'pupil premium' which is 24.8% of the school population. Whilst this is almost a quarter, it is only 1.1% lower than the national average of 25.9%.

Attendance

Some of the pupil premium funding was used to improve attendance via a range of different strategies. This is due to the fact that if children are not in school we can teach them. Getting children into good attendance patterns since covid is a priority. The following shows the school's attendance compared to the previous year and shows the positive impact of the school's action even though we recognise we still need to do more.

	2021 to 2022	2022 to 2023	2023 to 2024
Whole School Attendance	92.5	94.4	94.3
Pupil Premium Attendance	91.2	93.1	92.4
Non-Pupil Premium Attendance	92.9	94.8	95

Whilst pupil premium attendance at 92.4 remains lower than non-pupil premium attendance at 95%, their attendance figure has been skewed by a severe absence due to significant medical reasons. School feels that pupil premium attendance has continued to improve. An improvement in the right direction has been made, thus showing some impact, even though more still needs to be done. This was also recognised in our Ofsted inspection in June 2024 who judged behaviour and attendance to be outstanding.

School continues to work closely with parents to improve attendance further, following covid and other outbreaks of childhood illnesses. Gaps remain which is why attendance is a focus of our current plan.

As we move forward we feel we need to continue to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach within the plan.

EYFS

Out of 28 pupils, there were 5 disadvantaged children in the reception cohort which is 18%. 60% of these achieved a Good Level of Development compared to 65% of non-disadvantaged. This has reduced the gap from the previous year (2023) when 2 out of the 5 (40%) achieved GLD. The gap has reduced to 5% which is a significant reduction from the previous year.

Key Stage 1

In Y2 there were 31% disadvantaged pupils (11 out of 36). Our assessments during 2023/2024 show 36% of disadvantaged pupils achieved age related expectations (ARE) or higher in reading in Year 2. This shows a gap of 48% as non-disadvantaged was 84%. (a reduction of 1% gap from 2022/23.)

The gap in writing in KS 1 is 72% as 0 % disadvantaged pupils achieved ARE whilst 72% of non disadvantaged achieved ARE.

The gap in maths in KS 1 is 62%. 18% disadvantaged pupils achieved ARE or higher whilst 80% non- disadvantaged achieved ARE. (The gap has widened as it was 58% in 2022/23.)

Phonics Screening results show a positive impact. 75% of disadvantaged pupils passed the screening with 88% of non-disadvantaged passing. Whilst the gap remains, this year it has closed further, and we are above the national average for disadvantaged pupils (NA 68%) The school gap is 13% whilst the national gap is 20%. This shows impact of the school's strategy, targeting early reading.

Key Stage 2 (Due to Covid, when these pupils were in KS 1, they did not do National Tests so there are no progress scores)

There were 15 (34%) pupils who were disadvantaged within the cohort of 44.

12 pupils in the cohort (27) % also had SEND with 4 pupils having an EHCP and one transitioned to specialist provision at the end of the year.

In Y6 combined Reading, Writing & Maths 47% of disadvantaged children achieved the standard compared to 62% non-disadvantaged. Therefore narrowing the gap within school from the previous year from 16% to 15%. (National Gap 22% in 2023)

Reading gap 5% which is a significant reduction from the school gap of 29% in 2023. Disadvantage pupils 67% ARE Non disadvantaged 72% ARE and above.

Writing gap 25%. Disadvantaged pupils 47% ARE. 72%Non-disadvantaged pupils. This gap has widened.

Maths gap 39%. Disadvantaged pupils 47% ARE. 86% non-disadvantaged pupils.

Gaps remain across all areas and therefore raising attainment and progress remain key priorities for development within the next school improvement planning. School recognise that there has been some improvements for disadvantaged pupils. With the impact of covid during their KS1 & KS 2 experience school feels that some impact has been made closing the gap for some pupils.

School feel that there is still much work to be done to counter low language and communication skills on entry and low aspirations. We feel that the introduction of WellComm in the Early Years has been useful. For the academic year 2023 to 2024 we could see some clear gains in progress that the pupils made despite the above end of Key Stage attainment measures.

.

FURTHER INFORMATION

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.

- 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 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.

[Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).