

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Trinity school
Number of pupils in school	1013
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	EYFS to Year 11
Date this statement was published	2 <sup>nd</sup> November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	David Lucas
Pupil premium lead	Steve Gallears/Amanda Harvey
Governor / Trustee lead	Hayley Atwere

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,490
Recovery premium funding allocation this academic year	£50,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£412,490</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

# Part A: Pupil premium strategy plan

## Statement of intent

At Trinity we have identified a number of potential barriers regarding the achievement and progress of disadvantaged pupils. Many of these have 'rolled over' from the previous academic year(s) due to the Covid 19 pandemic. We also have (on our website) separate strategy documents for use of 'recovery premium' and summer school spending. WE see our barriers as:

- The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.
- Social and emotional difficulties for small group of pupils mean they require additional support. This often affects their attention and concentration in class, their attitude towards learning, and their behaviour, leading to lower outcome and progress made.
- A high proportion of parents are unfamiliar with the education system in the UK, or sometimes have had a negative/ unsuccessful experience schooling themselves. Therefore they need guidance and support on how to support positively their children's learning at home and school.
- Oral language skills are lower for children eligible for PP when entering reception than other pupils. (Primary Phase)
- A high proportion of children have a narrow life experiences outside of school.
- Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress (Secondary Phase).

In order to plan support that has a proven impact, we are using strategies identified by the Education Endowment Foundation/Sutton Trust research. The support provided is tailored to needs of the pupils in each phase, therefore the interventions that are required differ across the phases.

- Interventions in all Key Stages (EYFS-KS4)
- Small group tuition
- Parental involvement
- Personalised home learning
- Independent learning strategies
- Social and emotional learning support
- Use of digital technology to support learning

- Effective feedback from all staff
- Oral language interventions (Primary Phase)
- Explicit reading comprehension interventions
- Explicit and systematic phonics and speech, language and communication (NELI) teaching (Primary Phase)
- Peer mentoring sessions
- Specific work on post 16 destinations (Secondary Phase)
- Behaviour interventions

### **Characteristics of effective spending**

1. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy

3. Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.
2	Social and emotional difficulties for small group of pupils mean they require additional support. This often affects their attention and concentration in class,

	their attitude towards learning, and their behaviour, leading to lower outcome and progress made.
3	A high proportion of parents are unfamiliar with the education system in the UK, or sometimes have had a negative/ unsuccessful experience schooling themselves. Therefore they need guidance and support on how to support positively their children's learning at home and school.
4	Oral language skills are lower for children eligible for PP when entering reception than other pupils. (Primary Phase)
5	A high proportion of children have a narrow life experiences outside of school.
6	Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress (Secondary Phase).

## 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
The progress and attainment of disadvantaged pupils is similar to other pupils, this gap continues to narrow.	By 2024/25 the attainment and progress gap between those in receipt of PP funding and not is narrowed in all key stages. Attendance of those in receipt of PP should be similar to those not in receipt.
Social and emotional difficulties for small group of pupils are mitigated so all access the curriculum and school life fully. Engagement for learning improves.	Behaviour throughout the school is at least good. All pupils access the mainstream curriculum.
Some parents of disadvantaged pupils are unfamiliar with the education system in the UK, or sometimes have had a negative/ unsuccessful experience schooling themselves. Therefore they need guidance and support on how to support positively their children's learning at home and school.	Parents have a clear understanding of school systems. This will be achieved through effective communication using a variety of media and face to face meetings so all can access.
Oral language skills are lower for children eligible for PP when entering reception than other pupils. (Primary Phase)	All pupils leave EYFS able to effectively communicate.
A high proportion of children have a narrow life experiences outside of school.	A fully programme of enrichment and extra-curricular activities are available for all pupils. Those in receipt of PP funding are given opportunities to access this programme with financial support where necessary. All pupils complete the Trinity Character Charter.
Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress (Secondary Phase).	Disadvantaged pupils given targeted interventions (via school mentoring) to improve their confidence and resilience.



## 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: £ 165,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Embedding the Trinity Standard' CPD for all staff:</p> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Team Teaching with CTs</li> <li>• In class support for pupils</li> <li>• Interventions for key groups</li> <li>• Team Teaching with CTs</li> <li>• In class support for pupils</li> <li>• Interventions for key groups.</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Ensure all staff are aware of the PP in their classes.</li> <li>• Seating plans for each teacher to ensure the PP and all groups are clearly identified for the teachers planning and for any visitor to the classroom.</li> <li>• Class teachers to clearly identify strategies on school view to improve outcomes for PP pupils.</li> <li>• Each subject leader to identify key PP underachievers in each year group at the end of each reporting round and centrally organise in class intervention that is monitored for impact between reporting windows.</li> </ul>	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>1</p>
<p><b>Primary</b></p> <p>NELI CPD for all EYFS staff; ensuring all children benefit from SALT therapy.</p> <p>'Teaching of Vocabulary' CPD from Speech and Language Therapist (whole school)</p>	<p>Research would suggest that an early speech, language and communication programme will have one of the biggest impacts on supporting academic and social development. This is even more prevalent due to lockdowns and missed schooling/nursery education.</p>	<p>2, 4</p>
<p><b>Whole school</b></p>	<p>Our internal research and also the new KCSIE and</p>	<p>2</p>

<p>Whole staff training on 'positive first' teaching strategies.</p> <p>Whole staff training on peer on peer abuse</p> <p>Behaviour working party</p> <p>SEN support in classrooms</p> <p>Use of the principles of restorative justice to support all pupils.</p>	DFE report on sexual harassment and violence.	
<p><b>Whole school</b></p> <p>Implementation of Knowledge Organisers for Specific subjects (whole class reading, history, geography, design technology, art, RE)</p>	This allows parents and carers to be actively involved in pupils learning at home.	3
<p><b>Secondary</b></p> <p>At the secondary, training offered to all staff about independent learning, homework now focusing on knowledge organisers (and use of the new school App).</p>	As above	6

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

Budgeted cost: £161,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Primary</b></p> <p>Inclusion HLTA (5 hours per week timetable focused on PP support for reading, writing and maths)</p> <p>2 Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and maths)</p> <p>EYFS Interventions</p> <p>Pre Teach Interventions (Y1-6)</p> <p>Booster Groups (Y2 and Y6)</p> <p>Pixl Interventions for reading and maths (Y6)</p> <p>Fresh Start Reading (KS2) Targeted support from SALT for class teachers and teaching assistants in identified classes</p> <p>Weekly Lego Therapy Sessions</p> <p>Targeted 1:1 emotional regulation intervention run by Higher Level Teaching Assistant with responsibility for Inclusion (X2 KS2)</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	1, 2, 4, 5
<p><b>Key Stage 3</b></p> <p>Embed the work of the Learning Mentor for pupils in receipt of Pupil Premium funding. Initial focus on pupils in Year 8 but then filtering to other year groups in Key Stage 3.</p> <p>Individual and small group interventions using external mentor (2 days per week).</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how</p>	1,2,5,6



<p>Interventions (including morning, afternoon, weekend and holiday subject specific study sessions) made available for all PP pupils in small class sizes as/when needed (maximum 20 pupils per group).</p> <p>Specific 'Raising Attainment and Progress (RAP) team focus, support and intervention for underachieving pupils in receipt of PP funding.</p> <p>Use of Learning mentor to support pupils who are experiencing difficulties with SEMH.</p> <p>Drama Therapy sessions for targeted pupils.</p> <p>Use of school counsellor for specific pupils (see mental health policy and provision mapping on the school website for further details).</p> <p>Pupils provided with a safe space to talk about serious issues in their lives (Chaplaincy).</p> <p>Outside mentoring (2 x days a week)</p> <p>OIS intervention to target pupils on a 1 to 1 basis who are at risk of exclusion or on managed moves.</p> <p>Introducing Year 9 'peer buddies' to support younger pupils. They will be exposed to a full training programme provided by an outside agency prior to commencing the mentoring.</p> <p>SEN interventions that support SEMH (EG Draw and Talk)</p> <p>Literacy coordinator: to coordinate literacy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's literacy levels which transfers across the curriculum impacting on pupil progress and attainment. Use of the 'Thinking Reading' programme for pupils who have a reading age below their chronological age.</p> <p>Numeracy coordinator: to coordinate numeracy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's numeracy skills which transfers across the curriculum impacting on pupil progress and attainment.</p> <p>Targeted homework support: to provide a safe supportive environment with additional TA support after school hours. Pupils are able to attain higher grades and are on track or exceeding their target grades.</p> <p>Study sessions/interventions outside of normal school hours (EG revision guides, Saturday, holiday and after school supervised sessions). All pupils have the opportunity to work in a stimulation and focused environment with expert help, support and guidance. Barriers to learning (external) are removed.</p>	<p>classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	
<p><b>Key Stage 4</b></p> <p>Individual revision timetables for PP pupils in Year 11 set up by the interventions lead and Learning Mentor.</p> <p>A set of individual interviews for each PP pupil in year 11 in September and then a 2nd interview for those pupils who are still at risk of underachieving after the Autumn/Winter PPEs. These are to be conducted by</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how</p>	<p>1,2,5,6</p>

<p>the schools senior leadership team, the year progress leader, Learning Mentor and Inclusion department. This to be mirrored in Year 10 later in the academic year (after first set of PPEs).</p> <p>Interventions (including morning, afternoon, weekend and holiday subject specific study sessions) made available for all PP pupils in small class sizes as/when needed (maximum 20 pupils per group).</p> <p>Specific 'Raising Attainment and Progress (RAP) team focus, support and intervention for underachieving pupils in receipt of PP funding.</p> <p>Use of Learning mentor to support pupils who are experiencing difficulties with SEMH.</p> <p>Use of school counsellor for specific pupils (see mental health policy and provision mapping on the school website for further details).</p> <p>Pupils provided with a safe space to talk about serious issues in their lives (Chaplaincy).</p> <p>Support for pupils who are unable (due to many reasons) to access their education in a mainstream setting. These pupils are able to access an appropriate alternative curriculum which meets their needs and allows them to have good attendance, make progress and have progression post 16 (so they are not NEET).</p> <p>OIS intervention to target pupils on a 1 to 1 basis who are at risk of exclusion or on managed moves.</p> <p>Exams access arrangements (EG prompts, smaller room)</p> <p>Revision guides given to PP pupils as/when needed.</p> <p>Pixl Independence password and App given to PP pupils and parents to encourage independent study.</p> <p>Increased time and support allocated for independent study using knowledge organisers and other key resources. Teachers running targeted revision sessions to get pupils to understand how to work independently and effectively.</p> <p>Literacy coordinator: to coordinate literacy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's literacy levels which transfers across the curriculum impacting on pupil progress and attainment. Use of the 'Thinking Reading' programme for pupils who have a reading age below their chronological age.</p> <p>Numeracy coordinator: to coordinate numeracy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's numeracy skills which transfers across the curriculum impacting on pupil progress and attainment.</p> <p>Targeted homework support: to provide a safe supportive environment with additional TA support after school hours. Pupils are able to attain higher grades and are on track or exceeding their target grades.</p> <p>Study sessions/interventions outside of normal school hours (EG revision guides, Saturday, holiday and after school supervised sessions). All pupils have the</p>	<p>classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	
--	---	--

opportunity to work in a stimulation and focused environment with expert help, support and guidance. Barriers to learning (external) are removed.		
---	--	--

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Primary</b></p> <p>Subscriptions for Mathletics            Use of Pixl for UKS2 tracking, monitoring and interventions            Play Therapist (1 day per week)            KICK Mental Health and Wellbeing (targeted to 4 PP children)            Development of website and curriculum resources for parents            Parent Curriculum:            No Nonsense Spelling (Y1-6)            Phonics Workshop (Reception)            Maths Drop In (Reception)            Maths Workshop (KS2)            How to teach your child new words (Speech and Language)            Home Learning Workshop            Reading with your Child workshop</p> <p>Subsidised Residentials (Y6)            Subsidised musical instruments            Subsidised extra onsite provision            Subsidised education visits            Summer fayre tickets            School disco tickets</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>	<p>1,2,3,5</p>
<p><b>Key Stage 3</b></p> <p>Each PP pupil to have a 'mini IEP', so that their individual needs are being met across the school – to be constructed by each year progress leader.            Case studies to be conducted for pupils in each year group by year progress leaders to inform future practice.            Year 6/7 transition summer school            External transition project            Year 7 'buddies'            Play therapy (as when/needed in Year 7)</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>	<p>1,2,3,5</p>

<p>Parents information evenings (EG options meetings, Year 7 informal parents information evening) for all year groups. All pupils and parents given the opportunity to be fully informed about their child's education and future steps. Parents are supported in ways to help their children. These evenings are in addition to the normal yearly parents evenings.</p> <p>Weekly newsletter produced containing key information about school life and articles about how to support pupils.</p> <p>Termly 'parent forums' led by members of the schools senior leadership team on key school issues EG transition, behaviour for learning, the curriculum offer, etc.</p> <p>Introduction of the new school App to improve communication lines between school and home.</p> <p>Knowledge organisers given to all pupils/parents termly which contain key information about how to help child learn at home.</p> <p>Assistant Headteacher – Director of Character Education: The programme for Character Education and personal development supports pupils to look beyond the school curriculum and develop their skills and attributes in a variety of ways with the aim of building strong, resilient and confident character. This includes workshops which support pupils in making the right choices such as SRE and Prevent workshops. Pupils take part in theatre visits, sports activities, visits to galleries and other team building activities such as paintballing, rock climbing etc. PP pupils given priority access to character based activities.</p> <p>There are also a wide variety of extracurricular clubs and activities taking place daily at Trinity including subsidised music tuition.</p> <p>Aspirational visits, speakers and workshops at school. To inspire all groups to reach their potential (including trips to high attaining 6th forms and colleges and Russell group universities). Pupils have an aspiration and link this to academic achievement and progress.</p> <p>All PP pupils will be given an opportunity to attend an event (internal or external) designed specifically to aid their understanding of future education or careers EG Year 8 PP pupils attend a Goldsmiths information event day.</p> <p>Subsidies offered on a case by case basis for extra-curricular visits and trips.</p> <p>A comprehensive Character charter (See the school website) afford pupils opportunities and exposure to a range of activities to enhance their social and cultural capital.</p> <p>A varied and exciting 'Personal Development' activities week is in place (Annual) where all pupils have the opportunity to experience a range of activities again designed to enhance their social and cultural capital.</p>		
<p><b>Key Stage 4</b></p> <p>SENECA learning offered to pupils who are underachieving.</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and</p>	<p>1,2,3,5</p>

<p>Specific focus from the Learning Mentor on extended writing skills and resilience in examinations.</p> <p>Year Progress Leader to run a series of assemblies on wellbeing. A specific assembly will be delivered for PP pupils alone to highlight wellbeing, behaviour for learning amongst other topics.</p> <p>'Mindfulness' sessions for year 10 &amp; 11 pupils. PP pupils given priority to attend.</p> <p>SEN interventions that support SEMH (EG Draw and Talk, emotional regulation)</p> <p>Year 10/11 wellbeing ambassadors</p> <p>Parents information evenings (EG GCSE information evening, post 16 evening) for all year groups. All pupils and parents given the opportunity to be fully informed about their child's education and future steps. Parents are supported in ways to help their children. These evenings are in addition to the normal yearly parents evenings.</p> <p>Weekly newsletter produced containing key information about school life and articles about how to support pupils.</p> <p>Termly 'parent forums' led by members of the schools senior leadership team on key school issues EG transition, behaviour for learning, the curriculum offer, etc.</p> <p>Second GCSE information evening focusing on 6th form applications, pupil wellbeing and the full year 11 strategy shared with all parents. Following this, parents of PP pupils invited for individual interviews with designated member of senior leadership team, YPL or Learning Mentor.</p> <p>Year 10 &amp; 11 family group leaders to contact all parents in their tutor group termly to offer any school support and guidance about the forthcoming examinations.</p> <p>PP pupils given individual support, coaching, advice and guidance on their future education or career choices.</p> <p>30 x Year 10 pupils involved in the 'Envision' project.</p> <p>Assistant Headteacher – Director of Character Education: The programme for Character Education and personal development supports pupils to look beyond the school curriculum and develop their skills and attributes in a variety of ways with the aim of building strong, resilient and confident character. This includes workshops which support pupils in making the right choices such as SRE, BLM and Prevent workshops. Pupils take part in theatre visits, sports activities, visits to galleries and other team building activities such as trampolining, rock climbing etc. We take part in workshops and talks given by King's College London linked to the field of medicine, as well as attending careers events both locally and in central London. We have formed a partnership with our local Independent school where pupils are supported to attend booster Maths and Science classes as well as take a GCSE Latin course. PP pupils given priority access to character based activities.</p>	<p>social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>	
---	---	--

<p>There are also a wide variety of extracurricular clubs and activities taking place daily at Trinity including subsidised music tuition.</p> <p>Work experience: providing a high quality work experience provision for all Year 10 pupils. Pupils are confident and ready to make the next steps into adulthood. This impacts on their attitude to learning and helps them make progress.</p> <p>Aspirational visits, speakers and workshops at school. To inspire all groups to reach their potential (including trips to high attaining 6th forms and colleges and Russell group universities). Pupils have an aspiration and link this to academic achievement and progress.</p> <p>All PP pupils will be given an opportunity to attend an event (internal or external) designed specifically to aid their understanding of future education or careers.</p> <p>Subsidies offered on a case by case basis for extra-curricular visits and trips.</p> <p>A comprehensive Character charter (See the school website) afford pupils opportunities and exposure to a range of activities to enhance their social and cultural capital.</p> <p>A varied and exciting 'Personal Development' activities week is in place (Annual) where all pupils have the opportunity to experience a range of activities again designed to enhance their social and cultural capital.</p>		
---	--	--

**Total budgeted cost: £ 377,190**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than in the previous 2 years in key areas of the curriculum, with a gap of  $-0.42$  of a grade at GCSE. EBacc entry was 90%, which is higher than in the previous 2 years. We have no external data at KS2 but internal data would suggest there is still a small gap in attainment between PP and non PP pupils.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial 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 that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and also a clear and focused teaching and learning strategy using live lessons on zoom and Microsoft Teams.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 94%, it was much higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1% higher than their peers but persistent absence was no higher. These gaps are in line with previous years, which is why attendance is not a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## 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

## Service pupil premium funding (optional)

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

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



## Further information (optional)

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

Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. This comes in the form of our catch up documents, summer school review and blended learning procedures which can all be found on the school website.

Utilising support from our internal mental health and pastoral teams to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. sports clubs, chess club, STEM club) 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 quality of education review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils 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 school similar to ours.

We looked at a number of 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 a number of studies about the impact of the pandemic on disadvantaged pupils.

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

We 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.