

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Phoenix Primary School
Number of pupils in school	531
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Simon Assig Headteacher
Pupil premium lead	Jennie Claff Deputy Headteacher
Governor / Trustee lead	Anand Biyani (Chair of Resources Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,180
Recovery premium funding allocation this academic year	£31,320
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	£ 316,500

Part A: Pupil premium strategy plan

Statement of intent

At Phoenix primary School, we are committed to supporting all children, regardless of background or individual barriers to achievement, to make outstanding progress and achieve excellent outcomes across all areas of the curriculum.

We are committed to narrowing any identified gaps in attainment between pupils. We tailor our provision to meet individual need through the use of tested intervention programmes that can offer sustained and accelerated progress for our pupils.

We have high aspirations and ambitions for our children and we believe that all children should be able to reach their full potential. We maintain that children's ability to fulfil their potential should not be determined by their social background, but instead, by the opportunities that are provided for them to develop the essential skills and understanding required to succeed. High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time will, benefit the non-disadvantaged pupils in our school. We ensure that all children consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

We aim to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Ensure that gaps in pupils' speech and language skills closes so they have the speech and language skills necessary to access the curriculum and learning in school.
- Improve the cultural capital of our pupil premium children by providing them with a full range of arts and cultural opportunities across the curriculum, giving them a rich experience to help them in their studies.
- Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- Support families who may be vulnerable for a variety of reasons, in order to help the children.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

In order to achieve our objectives, we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language</p> <p>A large number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school. Typically, at least 80% of children arrive in nursery below expected levels. Limited language skills, in particular poor expressive language, impacts on social skills and the children's ability to access the curriculum. There is also a significant vocabulary gap that impacts children's ability to achieve at greater depth across KS1 and KS2</p>
2	<p>Cultural Capital</p> <p>Evidence suggests that the cultural capital, passed on through families', helps children to do better in school. External opportunities to develop the whole child, are not always accessible to some of our pupil premium families. A significant number of pupils are not able to access enriching extra-curricular activities outside of school.</p> <p>As a school, we feel it is important that pupil premium children experience subjects and lessons that they may not experience elsewhere, giving the children a rich experience to help them in their studies. Opportunities need to be provided through an engaging, diverse and progressive curriculum that promotes depth and a richer understanding of the world.</p>
3	<p>Mental health and wellbeing</p> <p>Speech and language concerns in some disadvantaged pupils lead, in some cases, to communication and behavioural issues. A significant number of pupils experience social and emotional barriers to their learning. Pupils emotional well-being, social and behavioural needs impacts on the children's ability to make progress and their readiness to learn.</p>
4	<p>SEND</p> <p>Many pupils eligible for pupil premium also have other factors, such as SEND, to consider when planning successful interventions. In Reading, many pupils are not ready to move on to comprehension skills and need to spend additional time working on their decoding and phonics skills, on a 1:1 basis, to ensure that they reach expected levels in reading by the end of KS1 and KS2. Some of our pupil premium children require interventions in other areas of the curriculum to close the gap and to ensure they reach expected levels by the end of KS2. Provisions need to be put into place to help close the gap in the areas of CL and PSED and to support pupil premium children to achieve as highly as their peers.</p>
5	<p>Reading</p> <p>Typically, 80% of children arrive in nursery below expected levels. Without targeted interventions, this would continue to impact attainment as they move up through the school, with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment in KS2. High ability children, who are disadvantaged, need additional support in order to achieve greater depth by the end of KS2. A high percentage of disadvantaged children in EYFS and Year 1 will need Little Wandle Letter and Sounds catch up programmes (which take place daily in small groups and on a 1:1 basis) to achieve expected in reading by the end of KS1.</p>

6	<p>Families</p> <p>Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc,) that can be barriers to providing the support they would like to provide to their children in school.</p>
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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
<p>Speech and Language</p> <p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school.</p> <p>Specific speech and language needs are identified to ensure early intervention is put in place.</p> <p>In response to low base line assessments, the needs of the children are identified and evidence-based provisions are put into place to provide support and to help close the SLC gap in KS1 and KS2.</p>	<p>Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment. Successful implementation of the 'I Can' in EYFS and 'Little Wandle Letters and Sounds Revised' phonics programme across EYFS and KS1.</p>
<p>Cultural Capital</p> <p>An improved cultural capital of our pupil premium children; children are provided with a full range of arts and cultural opportunities across the curriculum, giving them a rich experience to help them in their studies.</p> <p>All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning.</p> <p>Cultural capital is intrinsic in the classroom and a rich, varied curriculum that builds on existing experiences is provided. Children have the opportunity to get a hands-on and in-depth involvement, through educational visits that deepen the learning experience.</p> <p>All pupils, particularly those eligible for PP, to exceed national attainment in key stage assessments.</p>	<p>Evidence in books, lesson observations and pupil interviews demonstrate the impact of educational visits on pupil engagement and overall outcomes.</p> <p>Data tracking demonstrates a higher percentage of children, eligible for pupil premium, are at age related expectation by the end of KS2.</p>
<p>Mental health and wellbeing</p> <p>Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and</p>	<p>Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils</p>

<p>emotional health needs access targeted and specialist support. Specialist staff support those children through therapeutic intervention including Play Therapy and ELSA.</p>	<p>able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p>
<p>SEND</p> <p>Support for identified PP pupils in their ability to access the curriculum and ensure that attainment and / or progress gaps are closed.</p> <p>The targeted groups planned and developed by the SENCO and facilitated by HLTAs across all key stages offers opportunities for children with additional needs to access an appropriate safe learning space, which considers learning styles and abilities and fosters social and emotional development</p> <p>Teaching Assistants with experience of leading phonic interventions to work across the phase completing 1:1 reading on a daily basis.</p> <p>SALT interventions take place consistently and children make progress as a result of this. Regular staff training for SEND takes place so that emerging needs in children are identified and provision is put in place to support them</p>	<p>Data tracking demonstrates a higher percentage of children, eligible for pupil premium, are at age related expectation by the end of KS2.</p> <p>All children have access to a high quality and rich coverage of all areas of the curriculum. Learning is personalised for children with SEN so that the curriculum is assessable and learning gaps are eradicated.</p>
<p>Reading</p> <p>Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. All children leave our school in Year 6 at least, age-related expectation in reading. The percentage of children in Reception who are higher ability to maintain or to be exceeded by the time they are entering secondary school.</p>	<p>Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. Analyse School Performance data reflects an increasing number of children leaving Year 6 at age-related expectation for reading. The tracking of children achieving GLD in Reception-monitoring to ensure children maintain this through to Year 6 and beyond.</p>
<p>Families</p> <p>CPO and DHT to promote school and family partnership to offer support with childcare (after school / breakfast club) for vulnerable children; to provide personalised support to tackle the underlying barriers to successful education to improve children's life chances and outcomes. External agencies, including Early Help will continue to work with families to offer support.</p> <p>Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to DHT / CPO. CPO to continue to be persistent in the tracking and following up of non-attendance. Attendance meetings with parents for all PP pupils who drop below 96%.</p>	<p>Regular school attendance patterns amongst vulnerable children increase which encourage the development of positive and consistent patterns of behaviour, academic achievement and wellbeing.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £177,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Nursery Provision	<p>All children can now access Nursery provision full time, regardless of allocated funding hours. Children are able to develop socially, emotionally and academically in a purposeful and highly structured learning environment.</p> <p>Underlying needs, including SAL needs are identified and interventions are put into place to support children and to ensure that gaps are closed before they reach reception and KS1.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age</p>	1, 2, 3, 4, 5, 6
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO, Deputy Headteachers and Headteacher.	<p>Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and Deputy Headteachers are all outstanding classroom practitioners prior to appointment into role.</p> <p>The development of 'Sparrow Class' (planned and developed by the SENCO) cross all key stages offers opportunities for children with additional needs to access appropriate safe learning spaces, which considers learning styles and abilities and fosters social and emotional development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	4, 5
Destination Reader Daily Supported Phonics	<p>DR has had a long-term impact on reading outcomes. Programme was researched and observed by a team of lead practitioners, year leaders and SLT prior to implementation.</p> <p>Little Wandle Letters and Sounds Revised is a systematic synthetic phonics programme (SSP) Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum.</p> <p>Coordination, training, monitoring and support for this programme is an integral part of the Literacy Team leadership roles across our schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 5

HLTA- SEN focus	<p>Where children cannot learn effectively in their classroom, additional provision is created to develop a meaningful learning experience based on reflective best practice and working with the professionals who support.</p> <p>Individual and group progress towards the four areas of learning, as guided by the SEN Code of Practice, informs planning and all learning experiences including developing language, emotional regulation and independence. 'Sparrow Class' allows for the pace of learning to be effective, making connections between isolated skills that form a genuine learning journey. Independence is the ultimate goal.</p> <p>Ensuring High quality teaching for all pupils who have the greatest need features in most EEF guidance across all areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5,6
SALT	<p>Independent speech and language therapist team employed. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. speech and language groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc. Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p> <p>A SAL focus in EYFS works as a preventative model to ensure that SAL needs are identified at an early stage, with interventions put in place to support the child and close the learning gap.</p> <p>Improvement in their area of difficulty within SLCN.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,4
<p>Specialist Spanish, Music, Art/DT and ICT teaching for all pupils.</p> <p>Specialist teachers will also run weekly clubs for KS1 and KS2</p>	<p>Access to high quality teaching in specialist areas has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g., maths, English etc. Learning a foreign language in primary schools enables pupils to see the central role languages play in a school curriculum offering the potential to awaken a lifelong interest in foreign languages. Learning a language helps to boost children's cognitive development and improves performance. Many studies have shown that foreign language learners tend to perform better in maths, reading and vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/foreign-language-learning?utm_source=/education-evidence/evidence-reviews/foreign-language-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1, 2,

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

Budgeted cost: £94048

Activity	Evidence that supports this approach	Challenge number(s) addressed
'I Can' Speech and Language Intervention	<p>The evidence-based programme aims to accelerate children's progress in language and communication by an average of six months, after a nine-week intervention.</p> <p>A SAL focus in EYFS works as a preventative model to ensure that SAL needs are identified at an early stage, with interventions put in place to support the child and close the learning gap</p> <p>Talk Boost for KS1 trains classroom teachers and teaching assistants to deliver a 10 week programme that will boost children's progress in language and communication by an average of 9 to 18 months.</p>	1, 3, 4
Targeted HLTA and additional teacher support in class for focused interventions. HLTA Year 2 – Year 6 HLTA Nursery – Year 1	<p>MITA research has been used to shape the model for targeted HLTA support and interventions to bring about maximum impact on pupil outcomes.</p> <p>HLTAs providing Quality First Teaching on a small adult to pupil ratio brings about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Data shows Improved standards in reading and writing in Y2-6; Data shows a greater number of children passing the Year 1 Phonics Screening and making expected progress in reading across all year groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5
TA SEND specific support.	<p>Whilst going through the process of applying for an Education and Health Care Plan, some children need more support than working in small groups/ interventions. EHC applications can be timely, so having this support to keep children safe and/or putting the necessary support in place immediately is crucially important</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,3,4,5
TA specific interventions	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support. MITA research has been used to outline the format for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3,4,5

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

Budgeted cost: £52,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy Specialist support for children with social and emotional health needs.	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need, therefore preventing them from meeting their full potential. Play Therapy provision in our schools targets these children. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Social, Emotional and Mental Health interventions; to be delivered by trained ELSA staff. Social, Emotional and Mental Health interventions to be delivered by trained ELSA staff.	Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. Despite additional play therapy provision as detailed above, a number of children face difficulties who do not meet threshold for this service. This intervention targets children for whom emotional and social difficulties are a barrier to their learning.	3,4
Dedicated Family Services Officer role at the Phoenix site ;to support families to support their children to achieve best possible outcomes.	In place to create a holistic view for addressing social and emotional barriers to children's learning. Attendance concerns are identified and addressed and steps are in place to regularly monitor and manage poor attendees. Family support officer to work with outside agencies to target families eligible for FSMs. FSO/ CPO to highlight to SLT when targeted disadvantaged pupils are absent. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
Subsidised or free places for enrichment after-school clubs and residential visits for targeted children.	Disadvantaged children to have access to extra-curricular and enrichment activities – including subsidised residential visits. To impact language development, physical development, social development, aspirations etc. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	

Total budgeted cost: £323,390

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 2022 to 2023 academic year.

Overall, the strategies put in place to support the progress and attainment for disadvantaged pupils have had a positive impact. We have analysed the performance of our school's disadvantaged pupils during the academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. We have been committed to achieve the very best outcomes for our pupils and have celebrated the successes of our desired outcomes.

Provisions have been put into place to support children's social, emotional, and academic progress. These provisions have created a supportive and inclusive environment for children to thrive in various aspects of their development (as noted by SAL therapists, the EP and SEN consultants supporting the school). Our behaviour and SEND policy have been revised (in line with the School Development Plan) and frameworks have been implemented to create a positive and safe school culture. These programs have established clear expectations for student behaviour and provide consistent reinforcement, creating an environment conducive to social, emotional, and academic growth. We have provided comprehensive programs that focus on social, emotional, and academic development. CPD sessions were delivered to staff to ensure they were able to provide the support required. As a result, Social and Emotional Learning (SEL) is incorporated into our PSHE curriculum, which teaches children valuable skills like self-awareness, self-management, responsible decision-making, understanding others' perspectives, and building positive relationships. This has helped children develop emotional intelligence and social competence.

All staff were trained on a trauma informed approach through webinars linked to CAMHs. Therapeutic interventions such as Play Therapy, ELSA, lunchtime provisions were implemented to target key vulnerable children. Each provision was reviewed as part of the termly class provision map review cycle. Observation and on-going assessments have shown that children are now becoming more resilient and are developing social skills and turn taking skills in a structured environment. This also impacts positively on their readiness to learn.

The development of Sparrow Class across all key stages has offered opportunities for children with additional needs to access appropriate safe learning space, which considers learning styles and abilities and fosters social and emotional development. Curriculum materials are suitably adapted and extra support is provided to ensure children can participate in classroom learning. Teachers have had the opportunity to collaborate with specialists to develop provision for SEN children in the school. Provision has been monitored to identify areas of growth, adjust provision as needed and to celebrate achievements.

These learning environments have enabled children to thrive, make progress and meet their specialist targets.

The family support officer has had a positive impact in supporting families in need and Monitoring CP / attendance issues. Vulnerable families and those from disadvantaged backgrounds have been continually supported. The FSO has engaged parents successfully which has had a positive impact children's development. Schools has facilitated parent workshops, engaged community organisations, and encourage parental involvement in their child's education, creating a strong support system for children's progress.

Catch-up interventions with teachers and support staff to target vulnerable children's needs in order to minimise the attainment gap have been successful. These included targeted after school 'booster' sessions in Year 6 and small teaching groups. The school have continued with termly tracking of pupil progress and detailed discussions at pupil progress meetings. Class provision maps are updated after following pupil progress to review and adapt interventions accordingly. Adults are moved to support the area of need in the year groups. Where the need is reviewed termly, the correct support staff member and their expertise has been placed accordingly. Positive outcomes demonstrated an increase of pupils achieving expected at KS2.

Formative assessment in EYFS shows that Nursery provision is supporting children to develop independence and to develop their skills both academically and socially in preparation for reception. SAL needs across the COHORT have been identified and (with support from the SALT) teachers and support staff have been able to disseminate strategies and resources to help meet the needs of individual children. Interventions using key specific resources have improved the quality of learning and opportunities for disadvantaged pupils.

Daily Supported Reading and the Destination Reader programme continue to be in place for all Year 1 children and Reception children as well as targeted children in Year 2. Identified teachers on each site have been trained as Destination Reader leads. They support SLT to monitor the programme, provide support, and are models of best practice to all staff delivering the programme. Data tracking and monitoring procedures, (observations, work scrutiny, learning walks etc) as well as termly and mid termly pupil progress review meetings, identified progress over time. This has ensured that children's targets continue being met.

Small sets for pupils who are underachieving or significantly behind age-related expectations, especially following school closures, were implemented. Targeted children were taught by the SENCO, SLT and HLTAs. The school completed termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings. Positive outcomes demonstrated an increase of pupils achieving expected at KS1 and KS2.

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
White Rose Maths	White Rose
Little Wandle Letters and Sounds Revised	
Real PE	SACRE

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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:

- Utilising a DfE grant to train a senior mental health lead (PSHE Lead to access this). The PSHE Lead will working alongside the FSO, SENCO and external professionals and identified families to ensure pupils receive the support they may require to meet their needs. Primary focus will be placed on;
 - putting in place a whole-school approach to positive mental health and wellbeing
 - using formal curriculum teaching opportunities and resources in the school to promote good mental health
 - working with all staff to raise mental health awareness using existing established systems.
 - using existing systems and staffing within school to support earlier identification of, and intervention for, children with mental health issues.
 - working with mental health provision in the local area, including CAMH and The Nest, in order to develop a good understanding of outcome measures used by mental health professionals. This will support us in recognising any gaps that need filling in terms of mental health provision for children in our setting.
- Robust quality assurance cycles across the school to monitor teaching and provision
- On-going CPD for teachers to ensure a coherently sequenced, ambitious and progressive wider curriculum

Planning, implementation, and evaluation

As a school, we have considered the literature regarding effective use of pupil premium, the impact of disadvantage on educational outcomes alongside studies about the impact of the pandemic on disadvantaged pupils (e.g. EEF, 2021; Ofsted, 2021; The Sutton Trust, 2021; Sobel, 2018). We have also based our strategy on our extensive knowledge of the needs of our pupils. 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 best possible outcomes for pupils.