

Pupil premium strategy statement - 2024-2027

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

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

School overview

Detail	Data
School name	Wilbury Primary School
Number of pupils in school	702
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	3.12.25
Date on which it will be reviewed	3.12.26
Statement authorised by	Lisa Wise (HT)
Pupil premium lead	Lisa Wise (HT)
Governor / Trustee lead	Katie Bonham-Carter (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 449, 955
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	£ 449, 955

Part A: Pupil premium strategy plan

Statement of intent

Wilbury is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of no excuses, the highest expectations, urgency, and children and staff at the heart of all we do.

We are a large, four-form-entry primary school in Edmonton, North London, in an area of significant deprivation and children can start school with us from 2 years of age. 70% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in these areas whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. We strongly believe our curriculum *is* our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for **all** our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is collective understanding of the impact of disadvantage on pupils' learning, as well as their health and welfare, and staff at every level speak with one voice about our ambition for **all** our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, executive leaders and Trustees. This interacts positively with partnership/school-improvement work with organisations such as Early Excellence, Haringey Education Partnership and the Research School Network. It means quality assurance is unequivocally purposeful, transparent, and focused on the main thing, improving teaching, learning and support daily.

Challenges

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

Challenge number	Detail of challenge
1 Language levels	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps from TWOs. These are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1. On entry to Nursery in 2025, 10% of pupils were assessed as on track in speaking. In 2024, 10% of PP pupils were at age related expectations in speaking when they entered reception, compared with the NPP figure of 26%. Our disadvantaged pupils are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality adult-child interactions so that the language/disadvantage gap is addressed as early as possible.
2 Attainment Core subjects	Many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning. Assessments, observations and discussions with pupils have identified that our disadvantaged pupils start school with smaller vocabularies and less background knowledge. They also experience greater difficulties with reading fluency which directly impacts reading comprehension. End of KS data continues to show a gap between PP pupils and NPP in reading. We know we need to continue to develop the children's wider reading, background knowledge, vocabulary and comprehension monitoring strategies to ensure they are fully prepared for the demands of every aspect of the secondary school curriculum.
3 SEMH need	Our assessments, observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and attendance. Teacher referrals for support have markedly increased since the pandemic and subsequent cost of living crisis. These pupils are again at risk of underachievement because of the socio-economic (and other) disadvantages on their lives.
4 Attendance	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their lives over time. Our attendance data over the last 3 years indicates that attendance is at least in line with national averages and our school attendance for PP pupils is higher than national PP. Observations and data indicate that SEMH and SEND need is significant factor in pupil absence. Attendance for all our pupils needs to improve which is

	why whole school attendance and persistence absenteeism remains a focus of this current plan - we know pupils experiencing success in the classroom daily is key to improving their life chances.
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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
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum (consistently at or above London averages). This is evident when triangulated with other sources of evidence including active participation in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of each KS.	Reading and writing outcomes in 2026/27 are consistently in line with or above of London averages.
Improved maths attainment for disadvantaged pupils at the end of each KS.	Maths outcomes in 2026/27 are consistently in line with or above the London averages.
To achieve and sustain improved wellbeing for <i>all</i> pupils in our school, particularly for our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.

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| | <ul style="list-style-type: none">• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers. |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £224,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Overarching all strategies/activities: Continue to partially fund the Head of Department/core subject leaders' out-of-class roles and provide daily opportunities for internal skills sharing/modelling/coaching/collaborative planning.</p>	<p>A whole-school positive culture and approach to addressing disadvantage and highly effective implementation are key to the success of this strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	All
<p>Continue to fund ongoing high-quality staff training by Early Excellence</p> <p>Continue to embed high quality adult/child interactions in the early years and across the school</p> <p>Continue to enhance our language rich learning environments</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>Supporting Communication and Language in the Early Years Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p>	1, 2

	<p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>Professor Julie Fisher – ‘Interacting or Interfering’ https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</p> <p>Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project</p>	
<p>Ensure teachers continue to support children’s oracy, language development and active participation by embedding high quality inclusive teaching practices.</p> <p>High quality training, support and instructional coaching focused on:</p> <ul style="list-style-type: none"> • cold calling • think, pair, share • check for understanding 	<p>Evidence-informed inclusive teaching strategies – Walkthrus https://www.walkthrus.co.uk/</p> <p>https://researchschool.org.uk/aspirer/news/how-oracy-education-gives-confidence-and-a-voice</p> <p>https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy</p>	1, 2
<p>Ensure teachers continue to support pupils’ reading comprehension and vocabulary development.</p> <p>HT, DHT and literacy lead to participate fully in the Text Savvy (EEF, Enfield and Greenshaw Research School) project aimed at raising attainment at KS2 and KS3.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Some necessary components for successful metacognition strategies might include:</p>	1, 2

<p>Embed the I do (teacher articulating their thinking), we do (student talk) you do (independent practice) approach</p>	<ul style="list-style-type: none"> • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Ensure teachers continue to support pupils' writing, focusing on embedding the foundational skills of handwriting and sentence level development.</p> <p>High quality training, support, QA and skills sharing for teachers focused on priorities:</p> <ul style="list-style-type: none"> • Embed the I do (pure modelling, teacher articulating their thinking), we do (shared writing) you do (independent writing) approach 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use meta-cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Some necessary components for successful metacognition strategies might include:</p> <ul style="list-style-type: none"> • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2
<p>Fund subject leader and teacher release time to access Maths Hub training/resources and CPD.</p> <p>Invest in and train teachers to successfully implement the NCETM Mastering Number programme for Reception and KS1 from September 25.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2

<p>High quality training, support, QA and skills sharing for teachers focused on priorities:</p> <ul style="list-style-type: none"> • Embed the I do (teacher articulating their thinking), we do (guided practice) you do (independent work) approach 	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use meta-cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Some necessary components for successful metacognition strategies might include:</p> <ul style="list-style-type: none"> • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies <p>https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-mathematical-thinking</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £112,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund regular external training and support led by experienced RWI consultant throughout the year</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>

<p>Reading leaders (Heads of Department Early Years & KS1) and RWI coordinator provide daily and weekly coaching and training for staff at all levels</p> <p>Deliver additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Deliver additional reading sessions targeted at educationally disadvantaged pupils who require further support (1:1 and group sessions)</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>https://www.ruthmiskin.com/programmes/phonics/</p>	
<p>Deliver weekly after school boosters targeted at educationally disadvantaged pupils in reading and maths</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1, 2
<p>Deliver daily times tables interventions for year 3 and 4 pupils targeted at educationally disadvantaged pupils in maths</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1, 2

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

Budgeted cost: £112,488

Activity	Evidence that supports this approach	
<p>Fund afternoon nurture sessions, 1:1 and group counselling/ELSA sessions for vulnerable pupils led by skilled and experienced professionals both within school and externally</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> <p>Children who attend NG have a significant chance of improving their learning skills including language and literacy skills. There is also an improvement in pupils' behaviour and social skills and they result in a more positive attachment to school.</p> <p>International Journal of Nurture in Education – NurtureUK https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/</p>	<p>3, 4</p>
<p>Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive,</p>	<p>Initial evidence suggests that in trauma informed schools, there is a positive effect on pupils who are more able to reflect on their own feelings and develop more skills relating to self-regulation. This supports and promotes positive mental health for pupils.</p>	<p>3, 4</p>

<p>trusting and beneficial relationships with all our children and families to develop a sense of belonging and connectedness across the whole community.</p> <p>Provide ongoing CPD for staff by the external professionals (ECP, SWERRL)</p> <p>Buy into the online Beacon Behaviour Support Training Resources for staff</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://www.enfield.gov.uk/educationalpsychologyservice/enfield-trauma-informed-practice-in-schools-and-settings</p>	
<p>Provide high quality enrichment activities to support the development of children's social and emotional wellbeing</p>	<p>Children to have opportunities such as access to experiences to build on their cultural capital- trips, stem projects, author visits, projects across the Trust to ensure that the gap between disadvantage and non-disadvantaged pupils resources provision at home is diminished</p> <p>School inspection handbook - GOV.UK (www.gov.uk)</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	3, 4
<p>Embed the principles of good practice set out in Marc Rowland's publication and the advice from the DfE.</p> <p>Ensure high-quality leadership at all levels of inclusion, attendance and safeguarding</p> <p>Make excellent use of our highly skilled Trust EWO, Attendance Officer, DHT, AHTs, teachers and support staff to work with our</p>	<p>https://www.onecornwall.co.uk/site/data/publications/attendance_booklet/index.html - Marc Rowland</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://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	All

vulnerable families to break down barriers and improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £449,995

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Statutory data indicates that our whole school culture and approach to addressing disadvantage and our strategic use of the pupil premium funding is having a largely positive impact on outcomes for all our disadvantaged pupils.

2025 KS2 results – Reading, writing and maths combined

	School Disadvantaged Pupils	National Disadvantaged pupils	National distribution banding	National Non- Disadvantaged
3-year	66%	46%	Above (sig+)	68%
2025	67%	47%	Above (sig+)	69%
2024	68%	46%	Above (sig+)	67%
2023	65%	44%	Above (sig+)	66%

Our GLD for reception children has been steadily rising for several years and we have been at and above national since 2022. At the end of Reception 2025 we achieved 72% for the whole cohort (3% above the national figure of 69%). GLD for disadvantaged children was 69% compared with 73% for non-disadvantaged. This is an improvement of 7pp, and our disadvantaged pupils achieved in line with national non-disadvantaged pupils. This suggests our focus on early development of the foundational skills is having a very positive impact on our disadvantaged pupils.

Our phonics results have been consistently above national averages over several years, and last year 86% achieved the expectation in the year 1 phonics test. This is above the national average of 80%. I am also pleased to report that the gap between PP pupils 83% and NPP 88% has narrowed significantly. Our KS1 data shows that we are above national for ARE in reading, writing and maths and there are no significant gaps between PP and NPP pupils in reading and maths. There is however a 12% gap in writing which is why we will continue to focus on embedding the foundational skills for writing in the EYs and KS1.

We are very proud of our KS2 data. As you can see from the table above, we have been significantly above national for disadvantaged pupils for the past three years, and our school disadvantaged pupils consistently achieve in line with national non-disadvantaged pupils for reading, writing and maths combined. Our school disadvantaged pupils also consistently outperform their non-disadvantaged counterparts in maths. The aim at Wilbury is for *all* pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support. Sustaining high levels of attainment in the core subjects remains a key priority for us in this 3-year plan. We are aiming to consistently achieve results above national and in line with or above London averages and we know embedding the foundational skills as early as possible is the key to children making accelerated progress from their very low starting points. This is why we ensure our Early Years practice is of the highest quality and ongoing high-quality training and development, focused on closing the language (disadvantage) gap, is prioritised.

Our overall attendance in 2024/25 (93.3%) is below the national figure of 94.8% and well below the schools' own target of 96%. Our school attendance for PP pupils (92.2%) is higher than national for PP pupils (89.4%). Our PAs for 24/25 were 14.7% which are above the national 13.5% and the figure for our PP pupils is 16%. Attendance for **all our pupils** still needs to improve which is why whole school attendance and persistence absenteeism remains a sharp focus of this current plan. Attendance is central to any school improvement strategy because we know pupils experiencing success in the classroom is key to improving their life chances.

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health for many children were significantly impacted due to COVID-19-related and subsequent cost of living issues. The impact is particularly acute for disadvantaged pupils which is why this will remain a clear focus for us. Ensuring strong leadership at all levels of inclusion is key to improvement for all our educationally disadvantaged pupils. At Wilbury, we always aim to provide exceptional pastoral support to pupils and families, and all our staff are completely committed to the Wilbury community. We all hold our families in very high regard, irrespective of background and staff develop conversations and

a sense of belonging rather than expecting all families to behave in the same way. Investment in high-quality pastoral support will continue because data from pupil, staff and parent surveys shows this is having a positive impact on connectedness, behaviour and wellbeing. We are seeing a reduction in suspensions for all children and staff consistently report positively about their ability to manage pupil behaviour.

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
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
Mastering Number	NCETM - Maths Hub
The Literacy Curriculum Writing programme	The Literacy Curriculum
Bespoke Early Years Training	Early Excellence

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 strategy for *all* our educationally disadvantaged pupils is based on three key principles:

We focus on:

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, governors, external partners and the wider community)
- **The highest expectations of *all* staff and pupils** and a clear and shared understanding of what constitutes high quality classroom practice through our use of words (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions)
- **Leadership at *all* levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the **main thing - teaching and learning** - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils. We are also a **RESTLESS** school; we focus on fewer things and aim to do everything well. We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for improvement strategies, backed by research and linked to our current priorities.

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:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, i.e. working with Edmonton Community Partnership on a whole range of enrichment projects, working with Leo Powell (coach and mentor), outdoor and forest school activities. 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 last year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers, to identify the challenges faced by disadvantaged pupils.

We looked at several 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 refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will continue to adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will focus on keeping things simple, effective, and enjoyable for us all. We will constantly evaluate and refine our practices and approaches and do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.