

Hearsall Community Academy - Pupil premium strategy statement

School overview

Detail	Data
School name	Hearsall Community Academy
Pupils in school	119 pupil premium pupils of 462 on roll
Proportion of disadvantaged pupils	26%
Academic year or years covered by statement	2022-2025
Publish date	31 st December 2022
Review date	September 2023
Statement authorised by	Claire Jones, Headteacher
Pupil premium lead	Claire Jones, Disadvantaged Champion
Governor lead	Dilesha Chima, Premiums Governor
No of PP children also SEND, EHCP, EAL	EAL (22); SEND (36); SEND and EAL (4)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (published by ESFA and updated in September 2022)	£131,575
Recovery Premium allocation for 2022/23	£14,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145,650

Part A: Pupil premium strategy plan

Statement of Intent

Inspire Education Trust priorities:

Our priority is for every pupil to make good progress and achieve their full potential achieving high attainment in line with peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our intention is for every child to have the skills and mindset to overcome challenges and barriers to live life to the full as a child growing up in Coventry and Warwickshire and achieve individually.

Hearsall is a large two form entry primary school in Earlsdon in Coventry. It serves a diverse community with families from 47 countries (21% EAL). A number of children live in poverty and begin at Hearsall significantly lower than national expectations, especially in early language skills. There is a clear, strong understanding by all staff of the multiple barriers facing disadvantaged pupils. Together with the highly effective pastoral support, we aim to support our disadvantaged pupils through the following key aims and objectives:

- Quality first teaching and feedback to narrow the attainment gap between disadvantaged and all other pupils nationally and within our own school's data
- Pupil Premium children should make or exceed national progress data
- For all our disadvantaged pupils to be supported academically, mentally, emotionally and socially so they can access a full curriculum and thrive and achieve every day at school alongside their peers

Key objectives:

- Research based evidence to inform best classroom practise including interventions, appropriate challenge and support, engagement and relationships
- A comprehensive CPD programme for all classroom practitioners
- Priority marking and/or feedback as standard to support accelerated progress
- Data analysis of all vulnerable groups evidenced through robust termly pupil progress meetings
- All barriers for pupil premium children identified including; FSM, SEND, EAL, gender, pastoral, safeguarding, attendance, ethnicity, GLD, end of KS1 data and Phonic Screening Check
- Positive parental engagement through a variety of mediums; regular meetings, drop ins, workshops, online support, family liaison
- Rigorous monitoring of attendance of individual children/families using DfE guidance to ensure good attendance for all pupils reducing persistent absenteeism, lateness and unauthorised absences
- High levels of pastoral support and training to maintain high expectations of behaviour, reduce suspensions and develop good learning behaviours in all through appropriate support and alongside external professionals
- Rigorous monitoring including; termly pupil progress meetings, pupil voice, case study, pupil/parental questionnaire and 1:1 parent conversations/catch ups
- Effective implementation of interventions with analysis of impact on progress and attainment
- Enrichment strategies to improve the daily lived experience of all disadvantaged children including financial support for trips, residentials, co-curricular clubs, Inspire Challenge Awards holistic approach to homework for every year group and free Breakfast Club for FSM children
- Accountability through robust performance management for all teaching and support staff
- Named key children for teaching and support staff linked to performance management
- Identification and planning for the complex needs of families in receipt of Free School Meals, Pupil Premium funding and families who require school support and/or families who do not have recourse to public funding.
- Disadvantaged Champion in all Inspire schools

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak language and communication skills; increased speech & language difficulties exacerbated by Covid, reading not valued or supported and poor standard English. For some children, reading for pleasure is not embedded.</p> <p>Children enter Reception below age related expectations (38% on track for Communication & Language from 2022 Reception baseline). Children often do not demonstrate any knowledge of early nursery rhymes, an ability to speak in sentences and any awareness of sounds.</p> <p>Oracy remains a significant focus throughout the Trust and school across all year groups with teachers recognising the need to implement teaching strategies to enhance oracy opportunities. Teachers will require further training on oracy, dialogic teaching and creating opportunities for talk in the classroom. Poor language skills continue to impact on writing standards and attainment across the school.</p>
2	<p>Phonics screening shows that in Year 1 50% of disadvantaged pupils passed the PSC and 60% of disadvantaged in Year 2. At Reception baseline in September 2022, Communication and Language showed that only 38% were on track for age related expectations. In KS1, end of summer, data showed 43% of disadvantaged pupils were at ARE in reading and 60% for KS2. Early reading is established through RWInc phonics and Daily Supported Reader but not enough disadvantaged children make accelerated progress. These two systems are established in the school and need to be complemented by additional interventions to support accelerated progress of the lowest pupils to at least meet national and local authority expected standards.</p>
3	<p>Writing continues to be a significant area of concern which has become apparent since Covid school closures. Year 6 attainment was significantly down on previous years data at 59% of which disadvantaged pupils attained 40% at age related expectations. Similarly, in KS1 only 49% of pupils made ARE and only 29% of disadvantaged pupils. Baseline data for Reception in autumn 2022 shows only 28% on target for Literacy. Clearer sequence for learning in English has been addressed and medium term plans demonstrate clear sequencing but this will require monitoring and further training for some. Additional training should address any gaps in pedagogy. Spelling has been identified as an area of concern which can hold children back from making progress in writing. A new scheme is being implemented to ensure rapid progress and an impact on writing outcomes..</p>
4	<p>Maths in early years has been identified as a concern; there are an increasing number of children who are disadvantaged (20%), EAL (28%) and SEND (20%) compared to historical Reception classes. Leaders need to be confident that the Early Years environment both indoors and outdoors supports the learning and development in early maths and concept of number. Reception baseline showed only 17% of pupils on track for maths. Early Years teachers must ensure that maths is reflected throughout the environment to rapidly build knowledge and support both disadvantaged SEND and EAL to understand maths.</p>
5	<p>Attendance and punctuality continue to be a focus across the school, particularly for disadvantaged families. Significant barriers to overcome include persistent absenteeism with a number of families despite a range of measures being introduced to support families and enforce punitive measures. Over the last year, attendance has been consistently below national levels (overall 91%) only slightly picking up towards the end of summer term 2022. Historically, disadvantaged families make up approximately 60% of families with persistent absenteeism. A pilot scheme for the local authority will be rolled out to identify the root cause and reduce persistent absenteeism from 36% and lates from 1.6%. Significant support from the Pastoral Team ensure the social and emotional needs of disadvantaged pupils are met to encourage and support good attendance at school.</p>

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success Criteria
<p>High quality early language intervention (Wellcomm) supports progress for EYFS pupils and GLD is in line with national data.</p> <p>Increased oracy and reading for pleasure across the school impacts on reading and writing outcomes.</p>	<ul style="list-style-type: none"> Wellcomm language intervention provides high level support to targeted pupils. Parent workshops and high expectations of standard English ensure that children meet age related expectations in communication and language (GLD to meet or exceed national and local authority outcomes). Daily Supported Reader targets pupils at risk of falling behind and provides appropriate support to ensure at least expected progress. Target for reading, end of Year 1 in 2023 is 81% (disadvantaged 63%). Increased focus on Oracy across the school demonstrates an impact on reading and writing attainment through breadth and depth of age and stage appropriate vocabulary. Increased reading attainment at both key stages. Reading for pleasure is widespread and impacts on pupil reading attainment. Engagement in; reading at home through parental engagement in reading diaries, pupil voice, incentives, rewards. End of year target for 2022/23 KS1 is 71% (disadvantaged 50%), end of year target for KS2 is 84% (disadvantaged 78%)
<p>Pupils are in line or better than the national Phonic Screening Check data. High quality phonics teaching impacts on reading outcomes in Year 1 and end of KS1 (Y2)</p>	<ul style="list-style-type: none"> Consistent high-quality phonics teaching ensures pupils make at least expected progress in RWInc and, for those at risk of falling behind, accelerated progress. Phonics Screening Check results are at least in line/better than national and local authority expectations. End of autumn phonics screening data shows: By 24/25 there will be no gap between disadvantaged pupils and their peers in the phonics screening check results (excluding SEND pupils). Children are supported in reading through high quality Daily Supported Reader sessions which will, in turn, ensure pupils make at least expected national and local authority attainment in KS1 reading. All pupils across KS2 who did not pass the phonics screening check have daily phonics sessions to support rapid reading development and accelerated progress in reading to meet or exceed national and local authority data for KS2 reading.
<p>Pupils make at least expected progress in writing across the school. Writing outcomes are in line or better than national.</p>	<ul style="list-style-type: none"> Writing shows significant increase to meet or exceed national and local authority outcomes for GLD, end of KS1 and KS2. Writing standardisation and moderation demonstrates the impact of high quality CPD for teachers. Increased pedagogy results in accelerated progress for the most disadvantaged and those working significantly below. Children make at least expected progress or better in writing. Writing in Early Years meets at least national GLD expectations. Disadvantaged pupils receive priority feedback and marking and gaps between them and their peers close as a result of quality first teaching. Spelling programme implemented in Autumn 2022 demonstrates a significant impact on GaPS outcomes and impacts on writing outcomes across KS1. Pupil voice identifies the children feel well supported in their learning and can identify their strengths and development points in writing.

	<ul style="list-style-type: none"> Gaps between disadvantaged and peers is diminished in line with local and national standards.
GLD in maths meets or exceeds national or local authority outcomes.	<ul style="list-style-type: none"> Careful planning and high-quality provision impact on maths outcomes for disadvantaged in Early Years. Enhanced and continuous provision support the development of early maths concepts through a practical approach. Maths is seamlessly interwoven into the indoor and outdoor environment to ensure pupils make rapid progress from their own starting points. CPD for Early Years staff ensures high quality planning and delivery within the setting. Early Maths activities are supported through a child led approach and through specific adult led learning. GLD in maths is in line or exceeds national thresholds
Persistent absenteeism reduces significantly to below national expectations	<ul style="list-style-type: none"> Attendance is significantly improved to be in line or better than national and local authority expectations through a range of interventions/strategies. Persistent absenteeism and lateness are minimised and pupil attainment is impacted due to increased attendance rates. Persistent absenteeism reduces from 26%. Clear procedures and punitive measures are put in place when thresholds are met. Phone calls letters, home visits, fixed penalty notices and court action from the local authority will be used in conjunction with a supportive approach to ensure good attendance from all pupils. Free school meal breakfast club impacts significantly on the most disadvantaged families resulting in children in school, on time, every day.

Activity in this academic year:

Teaching (i.e. CPD, recruitment and retention)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Lead for Disadvantaged to focus on raising attainment for pupil premium children through monitoring and interventions	<p>Headteacher is Disadvantaged Champion for the school along with being the Strategic Lead for Pupil Premium across the Trust;</p> <p>Release time to support teachers, leaders and to deliver CPD to ECTs, and monitoring alongside senior leaders. Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress and upskilling governors to provide appropriate challenge for all leaders.</p> <p>Working closely with the Pastoral Team to ensure the most vulnerable families are well supported. Thrive is used consistently and effectively across the school to support children's social and emotional wellbeing. Children's wellbeing has a direct impact on their attainment.</p>	1,2

<p>Daily Supported Reader impacts on rapid progress in reading for KS1 pupils</p>	<p>EEF Reading Comprehension Strategies (+6m).</p> <p>Research suggests that reading comprehension strategies are high impact on average (+6 months) when used alongside phonics and is a crucial component of early reading instruction. Identifying the appropriate text difficulty or level is key to provide sufficient challenge. Early diagnosis of reading difficulties can prevent readers struggling when they are older. Pupils who learn early skills in decoding, understanding structure of language or vocabulary and where these skills are explicitly taught, will be able to apply comprehension strategies to other reading tasks, context and subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>KS1 daily supported reader intervention with adult led session daily. TA/HLTA directed time daily. 4 x teachers and 6 x TAs lead daily sessions. 1 x afternoon per week release for DSR Lead for assessment and grouping purposes ensuring children remain in the correct group ensuring appropriate challenge.</p>	<p>1,2</p>
<p>RWInc phonics interventions</p>	<p>EEF Reading Comprehension Strategies (+6m).</p> <p><i>Research suggests that reading comprehension strategies are high impact on average (+6 months) when used alongside phonics and is a crucial component of early reading instruction. Identifying the appropriate text difficulty or level is key to provide sufficient challenge. Early diagnosis of reading difficulties can prevent readers struggling when they are older. Pupils who learn early skills in decoding, understanding structure of language or vocabulary and where these skills are explicitly taught, will be able to apply comprehension strategies to other reading tasks, context and subjects.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>KS1 daily supported reader intervention with adult led session daily. TA/HLTA directed time daily. 4 x teachers and 6 x TAs lead daily sessions. 1 x afternoon per week release for DSR Lead for assessment and grouping purposes ensuring children remain in the correct group ensuring appropriate challenge.</p> <p>EEF Phonics (+5m) - <i>Phonics teaching has extensive evidence as a vital component of early reading skills particularly for children from a disadvantaged background. Phonics should be taught systematically and matched in terms of their phonic awareness of letter sounds and patterns including graphemes. It is suggested that phonics improves the accuracy of children's reading. Phonics has been found to be consistently effective in supporting younger readers to master the basics of reading.</i></p> <p>Daily RWInc sessions from Reception to Year 2. In addition, children who did not pass the phonics screening check or those arriving with no English will receive daily phonics support. RWInc development training release time. TA directed time daily to deliver in small groups.</p>	<p>1,2,3</p>

Continual Professional Development	<p>EEF guidance report on Effective Professional Development</p> <p><i>Research indicates that high quality teaching can narrow the disadvantage gap. The benefit of the new Early Career Framework, NQP programmes and effective training play a crucial role in improving classroom practice and pupil outcomes. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</i></p>	1,2,3,4
Trust Development Associate supporting teaching/learning development	<p>Early Career Framework</p> <p>High quality Inspire Trust training programme following EEF principles. Planning support from T&L Trust Development Associate and training for TAs on effective implementation of interventions. Cover costs for training.</p> <p>EEF Guide – tiered approach with teaching as priority along with CPD.</p> <p>See research above on effective professional development.</p> <p>The tiered approach introduced by the EEF recommends high quality teaching for all as a priority, targeted academic support and wider strategies to support pupils within that academic year. By focusing on a small number of strategies, it is likely to make the biggest difference to pupil outcomes.</p> <p>EEF Tiered Approach</p> <p>Regular CPD opportunities to support quality first teaching, planning and feedback. CPD programme for Trust/school to ensure quality first teaching personalised for the school.</p> <p>Trust Development Associate support plus additional cover costs for teaching staff for CPD</p>	1,2,3,4

Targeted academic support (i.e. tutoring, 1:1 support, structured interventions)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm language intervention prioritises early language skills	<p>EEF Early Years Interventions (+5m)</p> <p><i>Research indicates that gaps between children from advantaged and disadvantaged backgrounds start to emerge at the earliest stages of learning. When children start school, those from the poorest backgrounds are estimated to be 19 months behind their most affluent peers in development of vocabulary.</i></p> <p>Oral Language Interventions EEF</p> <p>EYFS TA directed time to deliver following CPD and training programme. Early language intervention to ensure rapid progress in spoken and early language skills before leaving Reception. (1 x Grade 3 TA am £7,000)</p>	1
RWInc phonics interventions impacts on PSC and reading by the end of KS1	<p>EEF EYFS Interventions (+4m)/EEF Phonics (+5m)</p> <p><i>"There is extensive research demonstrating an attainment gap in the early years, the impact of this gap on later educational outcomes, and the value of high-quality early years provision for disadvantaged pupils. We also know a fair amount about the strategies which are most effective for young children notably improving communications and language. Director of Education at Nuffield Foundation"</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>TA directed time to deliver. Precision teaching for all children who did not pass phonic screening check, small group tuition for blending and reading support.</p> <p>English Lead/RWInc Lead 1 pm weekly release to manage groups, training, interventions and assessments.</p>	1,2
Fresh Start	<p>EEF Small Group Tuition (+4m)</p> <p><i>Small group tuition is most effective when targeted at pupils' specific needs. Research indicates that training provided to the staff that deliver small group support is likely to increase impact. Small group support can be effectively targeted at pupils from a disadvantaged background and is recommended as an effective strategy.</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group writing intervention supporting UKS2 children working well below ARE. SEND TA delivering 3 x weekly sessions to support rapid progress. Laptop provided for each pupil taking part in Fresh Start; £6,000</p>	3
Tuition (NTP)	<p>EEF One to One Tuition (Est. +5m).</p> <p><i>One to one tuition is very effective although high cost. Research indicates that it is most effective when linked to normal lessons. Small group tuition can be more cost effective to providing targeted support. Teaching Assistants are able to deliver one to one tuition when experienced, well-trained and supported.</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 tuition supporting reading, writing and maths in small intervention groups; Reading group, Writing group and Maths group focused on upper KS2 during spring and summer term.</p> <p>1 x M6 teacher x 2 days per week (£12,000)</p>	1,2,3

HLTA small group tuition	KS2 small group tuition from HLTA. EEF Small group tuition (Est. +4m). Reading and Maths intervention groups.	1,2,3
Precision teaching and pre-teaching	KS2 small group tuition from HLTA. EEF Small group tuition (Est. +4m). Reading, Spelling, HFW individual interventions.	1,2,3

Wider strategies (i.e. attendance, behaviour, wellbeing)

Budgeted cost: £28,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support from EWO	EEF Parental Engagement (Est. +4m) Parenting contracts with the Local Authority Attendance Officer have proven track record in improving attendance at £250 per family identified in addition to the local authority SLA. Additional hours purchased to support school with tackling persistent absenteeism. Improving School Attendance	5
Free School Meal Breakfast Club	EEF Social and Emotional Learning (Est. +4m) Free Breakfast Club offered to all FSM children to tackle persistent absenteeism, lateness, pupil self-regulation and prepare children for learning/interventions at the start of the day. FSM Breakfast Club	5
Parental Engagement	EEF Parental Engagement (Est. + 4m) including approaches to educate and upskill parents, supporting with homework and reading at home and intensive support for families in crisis. Pastoral Team supporting Coventry Family Learning, Learning Mentor supporting the implementation of Positive Family Foundation Group and crisis support. EEF Parental Engagement	5
Social and Emotional Learning	EEF Social and Emotional Learning (Est. +4m) including Thrive school ethos, supporting pupil self-regulation and multi-layered pastoral support approach in school; Thrive 1:1, small groups, Boomerang Mental Health Groups, Forest School support group. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Mental Health Yoga	Mental Health Yoga teacher recruited to upskill staff to support children with mental health, self-regulation, behaviour and mindfulness. All year groups to benefit from a 4 week programme each. EEF Social and Emotional Learning EEF Behaviour Interventions	5
Pastoral Team	EEF Social and Emotional Learning (Est. +4m) Working with individual children and families to support pupils' interaction with others and self-management of emotions. Breakfast Club provided at break time to support pupils identified as requiring additional support. EEF Social and Emotional Learning	5

Part B: Review of outcomes in the previous academic year

Review of 2021/22

Aim	Outcome
Weak language and communication skills	Primaries across Inspire Education Trust identified oracy as a significant weakness. Children enter Early Years with lower than expected language skills, breadth of vocabulary and standard English. CPD and development of teacher pedagogy around Oracy has been planned as a Trust and school focus. Teachers have received training around developing and promoting oracy within the classroom. Reading for pleasure continue to be a focus and working alongside parents to support children in developing a love of reading. This will remain an ongoing focus.
Phonics screening check	Children in Year 1 did not make the expected progress in phonics. A sudden and tragic death in January of a pupil in Year 1 had a significant impact on learning and progress. Children struggled with the emotional impact and much learning was lost. Teachers in both Year 1 classes along with pupils received considerable support but there was a significant impact through spring term. Monitoring during autumn term confirmed consistent phonics teaching, however, disruption to learning has resulted in a lower pass rate and more children being the focus of phonics interventions in Year 2. Pupils who did not pass are targeted for a pass by the end of Year 2.
Attendance is regular, consistent and in line/better than national expectations. Persistent lates and absenteeism are reduced.	<p>Attendance showed a worsening picture with levels below national and local authority expectations. High numbers of unauthorised absences were recorded from parents who keep children off routinely when there are suspected Covid symptoms.</p> <p>School work hard to inform parents of when it is appropriate to keep children off school through mediums such as Attendance Newsletter, telephone calls and home visits. Attendance is a standing item on the weekly school newsletter and incentives for good attendance in postcards from the Headteacher where used where improvements were seen in attendance or punctuality. Initiatives implemented by school resulted in a number of disadvantaged pupils returning to consistent good attendance following intervention from school. Unauthorised holidays and persistent lates remain a concern. Attendance remains a whole school priority for 2022/23 and beyond. Overall attendance for 21/22 was 91.32%, persistent absenteeism 35.62% and persistent lates 1.6%.</p>
Engagement and parent support	Families work closely with the Pastoral Team and senior leaders to ensure children attend school, are happy and are supported emotionally and socially. The strength of the Pastoral Team ensures families are supported and, where required, Early Help is offered as an early intervention. Suspensions reduced and behaviour incidents reduced as a result of pupils being supported through a trauma-based approach and Thrive being used across the school. Learning behaviours across the school are reported as consistently good through whole school reviews.

(Disadvantaged) Pupil progress scores for last academic year (2021/22)

Measure	Score
Reading at KS2	All pupils: +0.30
Writing at KS2	All pupils: -1.55
Maths at KS2	All pupils: -1.11

Disadvantaged pupil performance overview for last academic year (2021/22)

Measure	ARE	Greater Depth
Reading at KS2	60%	7%
Writing at KS2	40%	2%
Maths at KS2	53%	0%
Combined at KS2	33%	0%
Phonics at end of Year 1	50%	
Phonics at end of Year 2	60%	

Further information

Additional activity

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

- Embedding more effective practice around challenge and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Significant CPD will be implemented to further support teaching and learning.
- We will offer an enhanced range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and childhood experience. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported particularly to participate in the Inspire Challenge Awards, a bespoke holistic homework programme for each year group.

Planning, implementation, and evaluation

When planning our pupil premium strategy for 2022 to 2025, we identified through thorough monitoring and evaluation, a clear set of objectives to support disadvantaged pupils to move forward, make good progress and catch up to peers.

We triangulated evidence from data and pupil progress meetings, flipped monitoring book scrutinies, conversations with parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and schools with a wide demographic within our Trust to learn from their approach and strategies and share best practice.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of social disadvantage over time on educational outcomes and how to address challenges to learning as a result of socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and took into account research from the EEF, research from Sonia Blandford and the National College.

We used the [EEF's implementation guidance](#) to help us develop our strategy and the tiered approach to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We have put a robust evaluation framework in place for the duration of our strategy to secure better outcomes for disadvantaged pupils and ensure they have every opportunity given to them to facilitate success, progress and attainment.