



Kents Hill Park School

Pupil Premium strategy statement - (Updated November 2025)

This statement details our school's use of Pupil Premium funding (and recovery premium) for the 2025 to 2026 academic year 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 2025/2026

Detail	Data
School name	Kents Hill Park School
Number of pupils in school	Entire school: 1056 Primary: 294 Secondary: 745 In addition (Nursery: 17)
Proportion (%) of pupil premium eligible pupils	Entire School: 32.05% Primary: 23.81% Secondary: 35.30% In addition (Nursery: 0%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	James Pilgrim
Pupil Premium Lead	Fiona McGarvie
Governor / Trustee lead	Gary Taylor

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£374,240
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	£374,240



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Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to succeed.

The aim of our Pupil Premium strategy is to support disadvantaged pupils to achieve by:

- Improving their levels of punctuality and attendance to at least match that of non-PP pupils.
- Enable them to access the full curriculum and all extra curricular offerings.
- Improving their attainment and progress to at least match that of non-PP pupils.

We will consider the challenges faced by our PP pupils, such as those who have a social worker and those who are young carers. We are aware that within our target group there are a diverse range of existing and emerging needs. We will thoroughly analyse which of our pupils are under-achieving and endeavour to work out the reasons why. The activities we have outlined in this statement are also intended to support our pupils' needs, regardless of whether they are disadvantaged or not.

Making all staff explicitly aware of who our disadvantaged students are, so that they can monitor their progress and development, offering additional support where required.

Actively involve parents in receipt of Pupil Premium in the process to help identify any specific needs that this funding could help to support directly and to encourage all parents to take an active role as possible in their children's school life.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quality First Teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, especially for pupils whose education has been the most affected throughout their academic life, including non-disadvantaged pupils.

Our approach will be to respond to common challenges and individual needs of the pupils, based on diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:



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- Ensure disadvantaged pupils are challenged in the work that they are set in order that they make progress.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach where all staff focus on taking responsibility for disadvantaged pupils' outcomes and raise the expectations of what they can achieve.
- Ensure pupils' behaviour for learning in lessons and around school is exemplary.
- Encourage excellent attendance and punctuality.
- Ensure pupils are well equipped to achieve great results in all subjects with a key focus devoted to both English and Maths.
- Encourage pupil engagement in extended curriculum activities.
- Encourage active participation by parents in their children's school life.
- Develop high aspirations in our pupils about their futures and destinations.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of PP pupils is lower than that of their peers. Data shows that a higher % of disadvantaged pupils are below age-related expectations when compared to non-disadvantaged pupils and this gap widens as the pupils go through Y7 – 11. Attainment 8 scores for current Y11 mocks show a gap of over 6 points in comparison to non PP. (36.33 v 42.67)
2	Assessments and observations of pupils indicate that disadvantaged pupils in year 7 generally have lower levels of reading comprehension than their peers. This impacts pupils' progress in all subjects and at all levels.
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has caused significant knowledge gaps which have resulted in pupils falling further behind age-related expectations. Lockdown has increased the frequency of referrals to safeguarding for high level referrals, concerns around mental health and feelings of isolation.
4	Our observations indicate many disadvantaged pupils lack metacognitive or self-regulation strategies when they faced with challenging tasks or situations within the classroom. This is indicated across the curriculum and shown by the number of removals from lessons



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	<p>and behavioural negatives for disadvantaged pupils as well as those needing additional support from the Pastoral team.</p> <p>The average number times a pupil was placed in isolation was higher for disadvantaged pupils compared to their non-disadvantaged peers.</p> <p>The average number of times a pupil was “Placed at Primary for Ready to Learn Program” was 0.43 per year for Non-Disadvantaged compared to 0.80 for Disadvantaged; and the average suspensions was 0.09 per year for non-Disadvantaged compared to 0.40 for Disadvantaged.</p> <p>Disadvantaged pupils were also almost 3x more likely to truant a lesson at school than a non-disadvantaged pupil.</p> <p>Disadvantaged pupils are also slightly less likely to attend breakfast club than non-disadvantaged.</p>
5	<p>Our attendance data over the last 3 years has indicated that attendance of disadvantaged pupils consistently lower than that of non-disadvantaged pupils. They are also more likely to be a persistent non-attender and also to be late to school.</p>
6	<p>School behaviour - disadvantaged pupils are more likely to be given negatives for behaviour. The school average for negatives for disadvantaged pupils is approximately 30.0% higher than that of their non-disadvantaged peers. This is similar across both Secondary and Primary.</p> <p>The average number of negatives for pupils in Secondary across the year is: (-123 for disadvantaged; -94 non-disadvantaged) and Primary (-34 for non-disadvantaged; -44 for disadvantaged).</p> <p>Disadvantaged pupils are also less likely to be given positives (on average Secondary non-disadvantaged achieve 10% more positives, and Primary non-disadvantaged achieve 4% more positives in comparison to disadvantaged pupils).</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>Improved attainment among disadvantaged pupils across the curriculum at the end of KS2 and KS4, with a focus on EBacc subjects.</p>	<p>2025/26 KS2 and KS4 outcomes will demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • KS2 disadvantaged pupils achieve reading, writing and maths attainment which is in line with non-disadvantaged pupils and is above national average. • GCSE - An average Attainment 8 and Progress 8 score which is in line with non-disadvantaged and above national average. • An EBacc entry % and average point score in line with that for non-disadvantaged pupils.
<p>Improved reading comprehension among disadvantaged pupils across KS2 and KS3 so that the gap between disadvantaged and non-disadvantaged has narrowed.</p>	<p>To use reading comprehension tests to demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the reading ages of disadvantaged pupils and their non-disadvantaged peers.</p> <p>To retest Reading Ages throughout KS3 in order to identify those who may need further intervention in order to reduce those who are not meeting target reading ages by the time they start GCSE.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny and the consistent use of the school reading routines in lessons.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing for disadvantaged pupils that matches those of non-disadvantaged as demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil school council, pupil and parent surveys and teacher observations. • Continued high numbers participating in enrichment activities and trips, particularly among disadvantaged pupils.



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	<ul style="list-style-type: none"> • Raise aspirations around careers and future pathways identified in CEIAG pupil surveys.
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations will suggest that disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>This finding is supported by a reduction in those not completing homework across all classes and subjects.</p> <p>To reduce the number of disadvantaged pupils in Years 10 and 11 who are not completing homework to a similar proportion of non-disadvantaged.</p> <p>To reduce the use of Isolation and Report Data will indicate these are in line within the proportion of non-disadvantaged pupils in school.</p>
<p>To achieve and sustain improved attendance and punctuality figures for all pupils, particularly our disadvantaged pupils.</p> <p>To increase the attendance at breakfast club for disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • To reduce the proportion of those disadvantaged pupils in Years 10 and 11 who are persistently absent. • The overall absence rate for all pupils to decrease and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The proportion of those who are late to be reduced. • To reduce the number of internal truancies in Year 9 overall. • Reduce the number of disadvantaged pupils who have large numbers of internal truants. • To increase the % of disadvantaged pupils who attend breakfast club, thus setting them up for learning.
<p>To improve pupil behaviour for learning across all lessons and around school.</p>	<p>Behaviour statistics improve in terms of Reducing the average number of Suspensions; reducing the gap between disadvantaged and non-disadvantaged of positives awarded and reducing the number of negatives awarded.</p>



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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £168,408 (45%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards the funding of extra staffing to provide intensive small group support for those who do not reach expected standards in a range of areas including Reading, Maths, Handwriting, Spelling plus LSA support in these classes in primary and KS3.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Reducing class size EEF Teaching Assistant Interventions EEF</p>	<p>1, 2, 3, 4</p>
<p>Pupil Engagement - Contribution towards targeted group teaching to raise levels of understanding in Primary and KS3.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Small group tuition EEF</p>	<p>1, 2, 3</p>
<p>Purchase of standardised diagnostic reading and comprehension assessments. Training will be given to staff who are carrying out assessments. Primary and KS3.</p>	<p>We will use standardised tests to diagnose the issues around reading and comprehension. Completing these tests annually will both measure the impact of our interventions in Reading and Comprehension as well as identifying those who need additional support.</p> <p>EEF Blog: New case studies - Making effective use of diagnostic... EEF</p>	<p>1, 2</p>



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<p>Developing metacognitive skills in pupils through explicit teaching in all lessons.</p> <p>Training days for all teaching staff around metacognitive strategies to use with their pupils.</p> <p>Across all Key Stages.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p><u>Metacognition and self-regulation EEF</u></p>	1, 2, 3, 4
<p>Staff to develop through whole school training positive relationships with pupils in their classes by using positive Behaviour management.</p> <p>Across All Key Stages.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><u>Behaviour interventions EEF</u></p>	3, 4, 6

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

Budgeted cost: £93,560 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of reading interventions for pupils who need additional help to comprehend texts and address vocabulary gaps, with a particular focus on the disadvantaged.</p> <p>Primary and Years 7 and 8</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><u>Reading comprehension strategies EEF</u></p>	1, 2, 3
<p>Intervention program for all subjects targeted at underachieving with specific focus on disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF</u></p> <p>And in small groups:</p> <p><u>Small group tuition EEF</u></p>	1, 2, 3, 4



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<p>Interventions- Contribution towards the cost of KS2 and KS3 intervention sessions (Phonics, Maths and support classes). One-to-one mentoring for individual needs.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u></p> <p>And in small groups: <u>Small group tuition EEF</u></p>	<p>1, 2, 3, 4</p>
<p>Resources – Contribution towards the costs of arranging/running programmes with outside agencies e.g. Compass, CAMHS, Arthur Ellis, Think for the future, Hearing, Speech & language, vision, medical, Ride High. Targeted at range of year groups. Also, contribution towards whole school online resources to support learning. SENECA, TASSOMI, MATHS, TWINKLE. Targeted at a range of year groups.</p>	<p>Support/intervention targeted at those disadvantages pupils to improve behaviour for learning and academic outcomes. <u>Behaviour interventions EEF</u></p>	<p>3, 4, 6</p>

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

Budgeted cost: **£112,272 (30%)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff receive training to monitor attendance and punctuality to lessons. A Sustained Absence Link has been appointed to help improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Contact with parents via text messages has also reduced the absence rate. <u>https://shorturl.at/cvWEV</u></p>	<p>5</p>



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<p>Contact parents using text messages to reinforce the information sent home.</p>		
<p>Staffing to monitor and support the attendance and punctuality of pupils and feedback to the Year Team Leaders. YTL to monitor the behaviour and emotional wellbeing of disadvantaged pupils according to their needs and feedback to staff.</p> <p>In school activities related to social and behavioural issues e.g. problems of knife crime.</p> <p>Staff to provide homework clubs in the Library and also in SEN Department.</p> <p>LSA lunchtime cover for social skills.</p> <p>LSA to provide additional school activities inc. booster class after school and 'meet and greet' at the start of school and peer reading.</p> <p>One-to-one progression interviews for all Year 11 disadvantaged pupils.</p> <p>1:1 interviews with Careers Advisor for all year 11 pupils with disadvantaged pupils receiving one in year 10 and an additional one in year 11</p> <p>Additional support in finding Work Experience placements for Year 10 disadvantaged pupils.</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning.</p> <p><u>Behaviour interventions EEF</u></p> <p><u>Teaching Assistant Interventions EEF</u></p>	<p>3, 4, 5, 6</p>



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After school KS2 support groups - pre SATS.		
Mental Health Strategy to focus on ensuring all pupils feel supported at school. This includes training for school staff, collaboration with our local behaviour hub and teacher release time. INSET for teaching staff and for LSA/SEN team.	EIF's report on adolescent mental health found good evidence that Cognitive Behavioural Therapy interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <u>Arts participation EEF</u>	3
Providing a discount on all trips / overseas trips and Duke of Edinburgh Scheme for disadvantaged pupils. Providing music tuition free of charge for disadvantaged pupils. Providing opportunity to develop the cultural capital for disadvantaged pupils. All Year Groups.	Being able to participate in Arts, take part in National Sporting Activities, develop Cultural Capital by going on trips (especially overseas trips) and take part in DofE approaches can have a positive impact on academic outcomes in other areas of the curriculum. <u>Arts participation EEF</u>	3
Contingency fund for acute issues that cannot be planned for and impact the daily lives of our disadvantaged pupils. All Year Groups,	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. E.g. lack of uniform, shoes, lack of lunch.	3

Total budgeted cost: £374,240



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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.

Challenge Number	Strategy Outcome
<u>1</u>	<p><u>Improved attainment among disadvantaged pupils across the curriculum at the end of KS2 and KS4, with a focus on EBacc subjects.</u></p> <p>Our internal assessments, observations and tracking during 2024/25 has shown that the academic performance of disadvantaged pupils was lower than non-disadvantaged pupils overall in both Year 10 and 11. However, the achievement of PP pupils did show an improvement from the previous year's results.</p> <p>Summer 2025 GCSE Results Pupils achieving 5 standard passes including Maths and English: 48.9% of PP pupils in comparison of 74.3% of non PP pupils. This shows a 6.4% increase from the 2024 results for PP pupils.</p> <p>Pupils achieving 9-4 in both English and Maths: 55.3% of PP pupils in comparison to 77.10% of non PP pupils. A slight increase for PP pupils from 2024.</p> <p>Pupils achieving 9-5 in English and Maths: 38.3% of PP pupils in comparison to 64.20% of non PP pupils.</p> <p>Summer 2024 Key Stage 2 Results The % achieving Age-Related Expectations (or above) in all three areas of Reading, Writing and Maths for deprived pupils was 72.7% compared to 68.4% for non-disadvantaged.</p> <p>The % achieving Age-Related Expectations (or above) for Reading was 81.8% compared to 73.7% for non-disadvantaged. The % achieving Age-Related Expectations (or above) for Writing was 72.7% compared to 73.7 for non-disadvantaged. The % achieving Age-Related Expectations (or above) for Maths was 81.8% compared to 84.2%) for non-disadvantaged. The % achieving Age-Related Expectations (or above) for Grammar, Punctuation and Spelling was 81.8% compared to 84.2% non-disadvantaged.</p>



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	<p>In all sections in KS2 the proportion of both deprived and non deprived pupils achieving expected levels had increased significantly.</p>
<u>2</u>	<p><u>Improved reading comprehension among disadvantaged pupils across KS1, KS2 and KS3.</u></p> <p>At the end of the KS1, the proportion of pupils reaching Expected or Greater depth in both Mathematics (80% v 76%) and also in Reading (80% v 72%) was greater for disadvantaged pupils than for non disadvantaged pupils. However, the proportion of disadvantaged pupils reaching Expected or Greater Depth in all three Reading, Writing and Mathematics was not as high as for non disadvantaged pupils.</p> <p>We use a range of programs to support reading comprehension on a small group basis such as Magic Words and Lexonic.</p> <p>Over the last year, the current year 8 disadvantaged pupils made an average progress of 1.5 years in their Reading age in comparison to 1.2 years for non-disadvantaged pupils. This has slightly reduced the reading age gap .</p> <p>Those disadvantaged pupils who took part in the Reading and Literacy intervention in year 7 took out on average 15.6 reading books over the year, this was slightly more than the non disadvantaged as a whole (15.5).</p>
<u>3</u>	<p><u>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</u></p> <p>Our assessments demonstrated that pupil behaviour, attendance, wellbeing and mental health were significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support and mentoring for all pupils, and targeted interventions where required.</p> <p>We continue to build on that approach with a range of support such as Social skills (Verbal and non-Verbal), Zones of Regulation (behavioural and emotional), Mentoring, Mental health Support.</p>
<u>4</u>	<p><u>Improved metacognitive and self-regulatory skills, when faced with challenging skills, among disadvantaged pupils across all subjects.</u></p> <p>A number of internal and external interventions have been deployed in order to improve self regulation with pupils. This has had a positive impact on pupils who have been struggling to attend their lessons and cope with social situations. Pupils work with Think for the Future to support low self esteem, Ride High, Contextual Safeguarding, Engage.</p> <p>Work is still needed to be done but the pupils all engage well with the support whether it is on a small group or 1:1 basis.</p>
<u>5</u>	<p><u>To achieve and sustain improved attendance and punctuality figures for all pupils, particularly our disadvantaged pupils.</u></p>



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	<p>To achieve and sustain improved attendance and punctuality figures for all pupils, particularly our disadvantaged pupils.</p> <p>Our data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 5.7% points lower than for non-disadvantaged pupils. In 2024/25 attendance was 6.0% points lower for disadvantaged than non-disadvantaged.</p> <p>Disadvantaged pupils are 3 x more likely to be a persistent non-attender (38% of PP are persistent non-attenders) rather than non-disadvantaged pupils (13% of non-PP).</p> <p>There is still more work to do in this area; data over the last 3 years shows that the % of persistent non-attenders who are PP has increased, whereas the % who are non-PP has fallen.</p> <p>Disadvantaged pupils are more likely to be late to school: – In 2024/2025 almost 3x more likely to be late than non-disadvantaged pupils in Primary and 1.5 times more likely to be late in Secondary.</p>
<p><u>5</u></p>	<p><u>We are looking further at the pupils involved to put in place additional support strategies to further reduce the numbers of isolated pupils as well as those receiving additional sanctions.</u></p> <p>Data from 2024/2025 shows that the average number times a pupil was placed in isolation was higher for disadvantaged pupils compared to their non-disadvantaged peers.</p> <p>Disadvantaged pupils were more likely to be “Placed at Primary for Ready to Learn Program” or to be suspended than compared to non-Disadvantaged pupils. Pupils are assigned to work with a Mentor for repeat occurrences.</p>
<p><u>Other</u></p>	<p>Parental engagement for disadvantaged pupils has improved from last academic year with more parents attending events as registers are being taken at each event.</p> <p>However, parental engagement for disadvantaged pupils has not been as popular with in-school Options evenings, with only 31% of disadvantaged year 9 attending, compared to 58% of non-disadvantaged. Although the number has increased it is not yet at the number we want it to be.</p> <p>We offer a range of curriculum evenings every year, each with a specific focus in years 7- 11. KS3 years focus on Curriculum and Option choices whereas KS4 looks at revision and GCSE support.</p> <p>Parent engagement with online parents’ evenings has been monitored and those who did not make bookings were phoned to remind them, however this did not have any significant impact on those attending. (Usually only 1 or 2 additional pupils made bookings). For online parents’ evenings, the uptake from disadvantaged was much lower (70.4%) compared to non-disadvantaged (84.4%) and work still needs to be done to encourage a higher participation.</p>



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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Seneca Premium	Seneca
Sparx Maths	Sparx Maths
Sparx Reader	Sparx Reader
Tassomai	Tassomai

Further information (optional)

Additional activity

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

- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Utilising support from our local Mental Health Support team [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities and sports to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.



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Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and also looked at areas that have been successful.

We have used evidence from a range of sources including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage as well as examples of successful impacts in a range of schools.

We used the [A School's Guide to Implementation | EEF](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

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