

Open Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines the intention for our 3-year pupil premium strategy with a specific focus on how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Open Academy
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	34.05%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – Year 2 of 3-year strategy
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jon Ford, Principal
Pupil premium lead	Scott Richardson, Assistant Principal
Governor / Trustee lead	Mark Hurren, governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,328
Recovery premium funding allocation this academic year	
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	£202, 328

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our 3-year pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 response is in line with our recovery work through the National Tutoring Programme and our own Internship program for pupils whose education has been worst affected by COVID, including non-disadvantaged pupils.

To ensure our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will spend a significant amount of the premium on providing assessment and baseline testing (GL Assessments/CATS/ ELSA/THRIVE) as well as pastoral care for those in crisis and in trauma

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure support is offered for pupils basic pastoral needs to be able to access classrooms and learning

Challenges

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

Challenge number	Detail of challenge
1	<p>The Science attainment of disadvantaged pupils (P8 2019 PP Science -0.99 NA PP -0.35 All -0.57) is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with understanding core concepts. A more ambitious appropriate revised curriculum has had impact on KS3 with legacy year groups from old KS3 still in KS4 currently. Provisional results suggest the Science PP P8 has improved to -0.5 but is still below peers.</p> <p>Assessments on entry to year 7 show an average score of 91.9 in external science assessments compared to 95.5 for non-PP. Subsequent external assessments at the end of KS3 show that this gap narrows slightly with both groups making progress PP 97.8 and non-PP 101.2</p>
2	<p>Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Accelerated reader indicates an 8-month gap typically. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 6 years, 69% of our disadvantaged pupils arrive below age-related expectations compared to 59% of their peers. This gap remains steady during pupils' time at our school.</p>
3	<p>Our assessments, observations, and an in-depth study of IDACI vs engagement in lockdown, 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.</p> <p>This resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, across the board but with particular concerns in Science and English.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in Science.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Although this is partly driven by concern about catching up lost learning and</p>

	<p>exams/future prospects, and the lack of enrichment opportunities due to the pandemic. In our community it is more frequently a result of poverty and all the challenges which go with it for both the students and their families. These challenges particularly affect disadvantaged pupils, including their attainment, their mental health, and their ability to attend and focus in school.</p> <p>During the pandemic, the pastoral team supported PP students by calling home at least once a week and supported PP learning through Microsoft TEAMS (100% contacted)</p>
6	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for non-disadvantaged pupils.</p> <p>11 - 13% of disadvantaged pupils have been 'persistently absent' compared to 5 - 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>These are COVID effected figures. Our current attendance for PP (89.2%) is at NA for PP (89.1%). There is work to be done to be above national.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure peaked at 11%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 40 (from peak of 31) • an EBacc average point score of 3 (from peak of 2.39)
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and progress folder/homework scrutiny.</p>
Improved metacognitive and self-regulatory skills among	<p>Faculty review processes (lesson observations, learning walks, progress folder and homework sampling) and progress data suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding it</p>

disadvantaged pupils across all subjects.	supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations ELSA and THRIVE • Thrive assessments and action plans improve student wellbeing and mental health with qualitative and quantitative data used for evidence. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Trauma Informed practitioners positively explain student's wellbeing through reports and surveys. Disadvantaged students have access to an emotionally available adult at all times.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>the percentage of all pupils who are persistently or severely absent being below 10% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£81,206**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Open Way lesson planning and teacher self-evaluation tool to ensure accessibility and challenge for PP students is explicitly considered.</p> <p>This requires ongoing teacher training and use of systems such as Class Charts and performance management processes/CPD development via Bluesky.</p> <p>Use of CPD time with differentiated need informed through performance management processes.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4</p> <p>Open Academy Development Plan (OADP) reference: Embedding the Open way to Teaching & Learning section 2</p>
<p>Develop use of knowledge organisers in the classroom as a basis for effective retrieval practice strategies.</p> <p>This requires ongoing teacher training, time to develop and amend resources and dedicated time for subject specific developments via PTI or similar.</p>	<p>Consistent research has shown that retrieval practice can benefit pupils' learning. The recently published EEF report on Cognitive Science and associated articles has examined the evidence underpinning retrieval practice, highlighting its potential to support pupil learning: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> <p>Research has shown that teaching a knowledge-rich curriculum should be designed to help pupils remember what they have been taught</p>	<p>1,2,3,4</p> <p>OADP reference: Curriculum Development sections 11,12</p>

	https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway	
<p>Moderation of internal examination assessments and PPE's to ensure gaps in knowledge and skills are identified and understood correctly.</p> <p>Develop and implement use of PLCs across all year groups for individual feedback and next steps.</p> <p>This requires the use of Raising Attainment and Progress (RAP) groups to moderate and standardise and further collaboration with middle leaders using data and quality assurance to improve provision.</p> <p>Findings from this work will involve ongoing teacher training and support and release time.</p>	<p>Providing high-quality feedback to students is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>1, 2, 3</p> <p>OADP reference: Curriculum Development section 10</p> <p>Quality Assurance sections 7,8,9</p>
<p>Purchase of standardized GL Assessment diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p> <p>OADP reference: Teaching & Learning section 3</p>
<p>Developing metacognitive and self-regulation skills in all students via Progress Folders as part of Assessment and Feedback policy</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p> <p>OADP reference: Teaching & Learning sections 1, 3</p>
<p>Improving consistency of marking and feedback using the new homework and progress folder model.</p>	<p>Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-</p>	<p>2,3,4</p> <p>OADP reference:</p>

<p>This will involve ongoing teacher training and support and release time for middle leaders to quality assure approach.</p>	<p>depth inquiry, prepare for lessons or revise for exams. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>Teaching & Learning section 1</p>
<p>Enhancement of our Science teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Science Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>Support from Institute of Physics. Norfolk Sixth Form collaboration and SLE (science) have supplemented the teaching and learning strategy.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Science, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDAry_national_curriculum_-_Science_220714.pdf</p> <p>To teach Science well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4</p>	<p>1</p> <p>OADP reference: Teaching & Learning sections 2,3</p> <p>Curriculum Development section 11</p>
<p>Effective responses through Teaching & Learning to assessment information on literacy needs in all subject areas.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>1,2,3,4,</p> <p>OADP reference: Teaching & Learning section 3</p> <p>Curriculum Development section 12</p>

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

Budgeted cost: **£60,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintaining staffed homework hub sessions, providing space and resources for targeted students to complete work with support.</p> <p>Funding time for pastoral teams to supervise sessions and engage students in learning.</p>	<p>Evidence shows that activities such as 'homework clubs' where students have the opportunity to complete homework in school but outside normal school hours can have a positive impact on progress and promote independent learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1,2,3,4</p> <p>OADP reference: Teaching & Learning sections 1,2 Embedding the Open Way to behave sections 4,5</p>
<p>Making approach to homework consistent and effective to ensure learning hubs positively impact progress.</p> <p>Guidance and monitoring to share practise in setting purposeful homework.</p>	<p>Homework works best when it is a targeted, well-designed strategy to support learning and understanding.</p> <p>https://my.chartered.college/2019/09/improving-the-quality-of-homework/</p>	<p>1,2,3,4</p> <p>OADP reference: Teaching & Learning section 1,2 3</p> <p>Curriculum Development section 12</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>OADP reference: Curriculum Development section 11</p>
<p>Deploying literacy interventions appropriately according to accurate assessment information; GL</p>	<p>Evidence shows that given SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds. At Open,</p>	<p>2,3,4</p> <p>OADP reference:</p>

Assessment/CAT's, Guided Reading, Accelerated Reader, use of HLTA's, Rubric information (Teams).	we are working to do this effectively according to the latest research https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	Teaching & Learning sections 2, 3 Curriculum Development section 12
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. This is following a robust programme of academic mentor support. A significant proportion of the pupils who receive tutoring are disadvantaged, including those who are high attainers. Those PP in greatest need lived in the poorest households and need intensive support.	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 (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 OADP reference: Teaching and Learning sections 2,3 Behave section 6 Curriculum development section 10

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

Budgeted cost: **£60,802**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing year-team pastoral system that positively impacts attendance and student engagement.	Research shows that there is a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	5,6 OADP reference: Embedding the Open way to behave sections 5,6
Developing a range of suitable responses to the pastoral needs of our students.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund	5, 6 OADP reference:

<p>This will involve ongoing teacher training and support and release time for pastoral staff to develop expertise.</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>Embedding the Open way to behave sections 4,5,6</p>
<p>Developing systems and approach to improving levels of attendance.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>5,6</p> <p>OADP reference: Embedding the Open way to behave sections 4,5,6</p>
<p>Offering a wide range of high-quality extracurricular activities 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. PP to be encouraged to participate.</p>	<p>Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</p> <p>https://www.dofe.org/wp-content/uploads/2019/06/DofE-and-Pupil-Premium-2018.pdf</p>	<p>5, 6</p> <p>OADP reference: Embedding the Open way to behave sections 4,5,6</p>
<p>THRIVE & ELSA Resources</p> <p>Training pastoral and SEND staff in ELSA and THRIVE processes to accurately assess needs and help shape the pastoral support offer.</p>	<p>Thrive (formerly ENABLE) was described as a well-founded tool that attempts to assess social and emotional skills in schools and classrooms. Source: Social and Emotional Aspects of Learning (SEAL) for Secondary Schools: Tools for Profiling, Monitoring and Evaluation. Crown publications 2007:7</p> <p>This recommendation is included in the SEAL Guidance: Master's Level Research: The Educational Psychology Service in Torbay evaluated the impact of the Thrive (formerly ENABLE) training on staff attitudes, confidence and competence to deal with the issues and behaviours presented by children with emotional and behavioural difficulties.</p>	<p>4, 5</p> <p>OADP reference: Embedding the Open way to behave sections 4,5,6</p>

	https://www.thriveapproach.com/	
Trauma Informed practices create support from practitioners who connect with students and support all staff with training to help shape the pastoral offer.	<p>Research suggests children who have suffered traumatic experiences in early life often have developmental gaps in the brain, leading to lower academic performance and career prospects.</p> <p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p> <p>https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school</p> <p>https://journals.sagepub.com/doi/full/10.3102/0091732X18821123</p>	
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 All elements of OADP

Total budgeted cost: £202,328

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The performance of disadvantaged pupils was lower than in the previous 3 years was -0.76, -0.32 (algorithm significantly increased on teacher grades) and -0.56 respectively. The general trend for disadvantaged performance is improving in key areas of the curriculum. This year, the first since 2019 at -0.76 with public exams PP performance had improved to NA level at -0.5.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The academic year 2021-22 also saw a return to partial closures for full year-groups due to spikes in Covid infection rates amongst staff and students in the Spring term. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided through the use of Microsoft Teams. The academy was able to provide a remote learning experience that was comparable with being in the academy with access to live support for all timetabled lessons and resources that gave links to the curriculum; what and how content is taught, providing students with a virtual exercise book and links to wider reading/challenge tasks. This was complemented by our pastoral response; a virtual tutor group programme, frequent communication with students by our year teams, providing access to devices and hard copies of resources such as our knowledge organisers where needed. Our approach to remote learning in lockdown informed a new and more effective method for setting and feeding back on homework on return to school. This underpins our homework strategy. We have also codified our approach to the Open Way to Teaching and Learning and behaviour in order to meet individual needs. We have implemented a cycle of plan, review, do; calendarised strategic work modelled by the leadership team to understand the quality of provision and to inform our core and supplementary CPD programme to collaborate on the required actions.

Overall attendance in 2020/21 was lower than in the preceding 2 years at 93.6%. When all pupils were expected to attend school, absence and persistent absence among disadvantaged pupils was almost double that of their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Current attendance is 0.9% below national average and the gap has closed from 1.2%.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils living in poor housing. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required through hubs for example. This saw improved attendance from PP students, helping to close gaps in curriculum knowledge and understanding. We are building on that approach in our new plan as we become a Trauma-Informed and THRIVE academy.

Externally provided programmes

Programme	Provider
NTP	KWA
Mentors	KWA
NOA Mentors	YIP YAP
UEA Mentors	KWA
School led tutoring	KWA

Service pupil premium funding (optional) 4 students

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service premium was added to the disadvantaged premium and catch up money to increase the resources for the main programs outlined above

Further information (optional)

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 feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We carry out regular internal pupil premium reviews and evaluate where we are against our strategy using the EEF evaluation tool.

We triangulated evidence from multiple sources of data including assessments, engagement in homework and progress folder scrutiny, conversations with parents, students and teachers in order 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. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

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

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