

Pupil premium strategy statement – Lady Margaret School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	598 (762)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ms Elisabeth Stevenson, Headteacher
Pupil premium lead	Mrs Sarah Webber, Deputy Headteacher
Governor / Trustee lead	Revd Penny Seabrook, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112 415
Recovery premium funding allocation this academic year	£28 704
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£141 119

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to offer a safe, inclusive, caring and intellectually demanding environment to enable all our students, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across our broad and balanced curriculum. We aim to build a “goodly heritage” (Psalm 16) which empowers our students and enables all of our disadvantaged and vulnerable students to flourish as confident and curious, resourceful and resilient learners.

The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals, including progress for those who are already high attainers. The curriculum ensures equality of opportunity for disadvantaged students so that they have access to the EBAAC and pathways which are not restricting their potential outcomes, including progression to university. We will consider the challenges faced by our vulnerable students, such as those who have a social worker in order that the activity we have outlined in this statement can support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and pedagogy are at the heart of our approach, with a focus on the areas in which disadvantaged students 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 students at Lady Margaret School. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also informed by wider school plans for education recovery, notably the provision of devices to students who have been unable to access the national online resources during periods of school closure. These students have been worst affected by domestic digital poverty, whether or not they took up the opportunity for our on-site learning provision in 2020-2021.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help students flourish. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged students’ outcomes and raise expectations of what they can achieve by:

- ensuring disadvantaged students are challenged by the curriculum and the work they are set every lesson and over time;
- act early to intervene at the point need is identified; and
- use the Performance Management structure to hold staff accountable for the progress of a specific group of disadvantaged students

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment</p> <p>Although the Progress 8 gap between disadvantaged students and their non-disadvantaged peers narrowed from 2016-2019, the GCSE attainment of disadvantaged students is generally lower than that of their non-disadvantaged peers in school (but not nationally). There was a more significant gap in the CAGs awarded in 2021 (A8 55.7 versus 68.5) with 50% of the disadvantaged cohort achieving a 5 in both Maths and English compared with 87.6% of the non-disadvantaged cohort. In 2022 the A8 gap was similar (55.8 versus 68.66) although there was a narrowing of the 5+EM gap with 57% of the disadvantaged cohort achieving this (in line with national non-disadvantaged) compared with 81% of non-disadvantaged cohort. This level of attainment restricts the future pathways of disadvantaged students.</p> <p>For the current Year 11 cohort the school target for 5+ in English and maths is 80%. Autumn 2 predictions show 71% of the disadvantaged cohort achieving this compared with 76% of the non-disadvantaged cohort. Although currently both below our aspirational target, there is a smaller attainment gap predicted.</p> <p>In Maths teacher diagnostic assessments suggest that KS3 students particularly struggle with: calculating with decimals, percentage change, simplifying algebraic expressions (Y7); exterior and interior angles, straight line graphs, ratio and proportion problem solving (Y8); and trigonometry, changing the subject of a formula, solving quadratic equations (Y9). For KS4 students the topics are: surds, algebraic fractions, direct and inverse proportion (Y10); and completing the square, vectors and rates of change (Y11).</p>
2	<p>Literacy</p> <p>In the last three years, on entry to the school at Year 7 between 41-50% of our disadvantaged student cohort arrive below age-related expectations on verbal CAT scores compared with 19-27% of their non-disadvantaged peers. This was not a gap we had identified previously. In 2022 it is at the widest we have had (i.e. 50% versus 19%).</p> <p>Observations of and discussions with disadvantaged students in KS3 indicate that reading comprehension and use of tier 2 vocabulary is generally lower than their non-disadvantaged peers.</p> <p>Year 8 and Year 9 Attitude to learning data for 2020 and 2021 indicates that the quality and regularity of oral contributions to lessons is a bigger challenge for disadvantaged students than their non-disadvantaged peers. This impacts their progress in all subjects.</p>
3	<p>Meta-cognition and self-efficacy</p> <p>Our learning walks and student discussions suggest many middle attaining disadvantaged students in KS3 lack metacognitive / self-regulation strategies when faced with challenging independent tasks. This is indicated across the curriculum, both inside and outside of lessons.</p> <p>Student discussions with Year 8, Year 9 and in KS4 highlight a lack of confidence in effective revision strategies for tests.</p>

4	<p>Wellbeing</p> <p>Our wellbeing survey sample of students has identified social and emotional issues for many pupils, such as anxiety and low self-esteem, which increase as students progress higher up the school. This is partly driven by concern about catching up lost learning and feeling overwhelmed by the prospect of high-stakes exams. The lack of enrichment opportunities due to the pandemic also limited socialisation.</p> <p>These challenges particularly affect disadvantaged students, including their attainment and how they feel about attaining at an “average” or “below-average” level. This has resulted in more referrals to in-school support with 40% of the one-to-one sessions with the school nurse allocated to disadvantaged students, and 25% of the one-to-one sessions with our MIND practitioner in 2021-22. There is also a significant number of disadvantaged students accessing support outside of school, particularly in the Year 11 cohort, although access to this support has been delayed by the waiting time for additional services/referrals.</p>
5	<p>Attendance</p> <p>Prior to the pandemic disruption to learning we had identified a trend in the attendance of disadvantaged students running at 1% below non-disadvantaged students*. In 2020-2021 attendance dropped across the school, with disadvantaged student attendance at 93%. In 2021-22 the gap in attendance figures grew to 90.68% for disadvantaged students and 94.88 for non-disadvantaged students, with FSM slightly higher than FSM<6 at 91.12%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress across all subjects.</p> <p><i>*2018-2019: 94.96% against non-disadvantaged 95.95%, with FSM of 94.2%. 2017-2018: 95.6% against non-disadvantaged 96.6%, with FSM of 94.7%.</i></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>(Attainment)</p> <p>Improved attainment of disadvantaged students across the curriculum at the end of KS4, especially in Maths and the EBacc.</p>	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> • a comparable % of the disadvantaged cohort enter the EBACC; <p>and KS4 disadvantaged student outcomes demonstrate:</p> <ul style="list-style-type: none"> • 64% achieve 5+ in English and maths • an average Attainment 8 score of 58 • an improved EBacc pass rate
<p>(Literacy)</p> <p>Improved literacy and oracy among disadvantaged students in KS3</p>	<p>Improvement in literacy and oracy in 2024/25 demonstrated by:</p> <p>Improved verbal CATs scores for disadvantaged students in Year 9 when compared with entry in Year 7 and a smaller disparity between the scores of the disadvantaged student cohort and their non-disadvantaged peers.</p> <p>Results of standardised reading comprehension tests demonstrate at least age-appropriate comprehension skills among</p>

	<p>disadvantaged students with little disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Lesson observations, book looks and discussions with disadvantaged students indicate greater engagement in class orally with more tier 2 vocabulary featured in oral and written work.</p> <p>Fewer PiL concerns around contribution to lessons and use of subject knowledge in data collections.</p>
<p>(Meta-cognition and self-efficacy)</p> <p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Improved student meta-cognition in 2024/25 demonstrated by:</p> <p>Lesson observations, improved Progress in Learning scores and the use of fewer Independent learning codes at data collection points suggest disadvantaged students are more able to monitor and regulate their own learning.</p> <p>In student voice activities disadvantaged students can articulate the strategies they use as part of independent learning within and outside lessons, and how this has made them more confident in their learning.</p> <p>This finding is supported by homework completion rates across all classes and subjects. This finding is supported by student responses to feedback across all classes and subjects (lesson observations, book looks, shared good practice etc.).</p>
<p>(Wellbeing)</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged students • the referrals of disadvantaged students for additional support lead to a positive change in wellbeing and where this is not the case escalation to more specialist services is secured
<p>(Attendance)</p> <p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance in 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 students and their non-disadvantaged peers being reduced by 0.5% for students below the PA threshold

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: £90 425.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and introduce standardised assessments; CPD to ensure assessments are interpreted correctly against routine teacher assessment data, with teaching adapted accordingly if required.</p> <p>For 2022/23 this will focus on reading and spelling in Year 7, in addition to the CATS tests on admission.</p>	<p>The use of standardised tests to give a more robust assessment of student attainment to national standard in reading and maths, and as a way to inform targeted support as outlined in the EEF resource “Using standardised tests for measuring pupil progress” 14th November, 2016, alongside how teacher diagnostic assessment is effective to inform decisions in teaching and learning, backed up by the EEF resource “Diagnostic assessment tool” & summary: https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf?v=1669224421</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summary.pdf?v=1669224421</p> <p>The challenge to drawing conclusions regarding measuring student progress in a particular subject from standardised assessments alone is outlined by Rebecca Allen, (Professor of Education at UCL Institute of Education and Founder of TeacherTapp): https://blogs.ucl.ac.uk/ioe/2018/05/23/what-can-short-standardised-tests-tell-us-about-the-attainment-and-progress-of-individual-pupils-and-of-schools/</p>	<p>1, 2</p>
<p>Evaluate the effectiveness of the work undertaken on embedding literacy across the curriculum in the last strategy and reflect the next steps for this in CPD plans for 2022 onwards</p> <p>For 2022/23 there is a specific school-wide focus on reading, led by the Reading strategy working group and the action plan is shared and</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject and has a positive impact on student attainment, particularly the most disadvantaged:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension, vocabulary and literacy skills are heavily linked with GCSE attainment, especially in maths and English:</p>	<p>1, 2, 3</p>

<p>updated with staff; reading is also the focus of cross-curricular Research and Development groups.</p>	<p>https://www.oup.com.cn/test/word-gap.pdf (2018) and more recent research tells us that the literacy gap/reading proficiency between disadvantaged students and non-disadvantaged students has grown due to school closures and lost learning. We also need to ensure any changes to the school context are being met.</p>	
<p>Access the LA commissioned CPD for language literacy in Maths designed by SALT to help raise maths attainment for disadvantaged pupils</p> <p>For 2022/23 there is also a Research & Development Group focused on making sense of numbers in reading</p>	<p>Literacy research as above.</p> <p>This is also informed by our own analysis of GCSE English/Maths outcomes for disadvantaged students with slower processing difficulties in 2018 and 2019 taught in ability sets – and now taught with more mixed ability groupings as per the EEF findings:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>1, 2</p>
<p>Ensure the induction process for new staff is focused on establishing high expectations regarding teaching and learning and is followed up through CPD as required.</p> <p>For 2022/23 round 1 lesson observations every new staff member to undertake paired good practice observations, with teacher release time funded as required.</p>	<p>The LMS Assessment Policy reflects the EEF findings of the impact of quality and timely feedback on student progress and attainment which new staff should apply in their lessons and over time:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>High expectations for all students, regardless of background, will promote best outcomes, e.g. through no hands up and targeted questioning, with a high level of consistency achieved.</p> <p>Disadvantaged student will have equity of access to the highest quality teachers which disproportionately improves their outcomes:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1, 2, 3</p>
<p>Formal and informal monitoring and evaluation activities inform CPD and are focused on high-quality teaching to maximise learning, funding teacher release time as required:</p> <p>For 2022/23 we will continue:</p> <ul style="list-style-type: none"> paired lesson observations; formal have a member of SLT; ECTs and ECT+1s have paired observations each half-term, with termly targets related to the Teacher Standards; good practice lesson observations offered to match CPD needs; 	<p>Quality of teaching in lessons has the biggest impact on disadvantaged student attainment:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Focusing on developing our practitioners and modelling reflective practice will ensure disadvantaged students have a consistent experience of high-quality teaching and this will be key to the success of our strategy.</p> <p>Time to QA, monitor and evaluate is part of the EEF guidance on an effective Pupil Premium Strategy:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> • additional time for ECT programme of mentoring; • CPD planning meetings twice a year with SLT LM and Head of Department to ascertain CPD needs for departments and individuals 	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf	
<p>Developing metacognitive and self-regulation skills in all students which may involve ongoing CPD, support and release time.</p> <p>For 2022/23 use strategies from the teaching and learning toolkit developed; metacognitive strategies will be evident in lesson observations and student voice.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Metacognition_and_self-regulation_review.pdf?v=1669224786</p> <p>There is particularly strong evidence that it can have a positive impact on maths attainment</p>	4

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

Budgeted cost: £30 693.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For 2022/23</p> <p>Dissemination of successful inclusive learning strategies for disadvantaged students, including high attainers.</p>	<p>Our own analysis suggests disadvantaged students struggle more with points of educational and socio-economic transition.</p> <p>https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/</p>	1, 2, 3, 4
<p>Adopt a targeted teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps; this will draw on the teaching reading CPD & work in research & development groups.</p> <p>For 2022/23: reading strategies pre/during/post audit; diagnostic tests pre and post intervention for Y8</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time (e.g. half-term/term).</p> <p>This will draw on the teaching CPD outlined above to ensure data from standardised assessments are interpreted correctly and staff are trained to identify and deliver the correct additional student support through interventions or teacher instruction</p>	1, 2, 3

reading and spelling groups pilot, then Y9, then Y7; class teacher of reading lessons to deliver the 1:1 and small group interventions		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Referral of specific students who have been identified as needing support with regulating their behaviour and emotions to on-site support (e.g. school nurse, Place2Be, Chaplain etc)</p> <p>For 2022/23 Place2Be provision on site (PTA)</p> <p>This could include DSL, DDSL, SENCo and/or HoY release time to support coordination of this strategy with professionals.</p>	<p>CBT can have a high impact on risk behaviours and behavioural difficulties: https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</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: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	4
<p>Continue to embed principles of good practice in improving school attendance set out in the DfE's updated advice (4 August 2022), to include staff training to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experience, the rationale for a three-year strategy and drawing on advice from peers, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified but which may become acute over the period of this strategy document.</p>	All

Total budgeted cost: £124 249

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using key stage 4 performance data, ALPS and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was 0.24. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 55.8. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 and for non-disadvantaged students it was 52.6. For Progress 8, the national average score for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.15.

Key stage 4 data, ALPS and our internal assessments suggest that, despite our cohort achieving better outcomes than non-disadvantaged students nationally and some notably strong individual performances, the progress and attainment of the school's disadvantaged students in 2021/22 was below our aspirational targets and expectations for this cohort.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged students has also grown since the start of the pandemic. The Progress 8 score overall was 0.56 but for our disadvantaged students it was 0.24. The Attainment 8 score for our non-disadvantaged students was 68.66 but for our disadvantaged students it was 55.8. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged students had less impact than anticipated, particularly in Maths.

EBacc entry for disadvantaged students was 73%, which is lower than in previous years and 18% below that for non-disadvantaged students. Although disadvantaged students did attend school during closure/partial-closure at a much higher rate than in similar schools in order to access support and learning, some students did not have sufficient time to catch-up on the lost curriculum time across all subjects (e.g. Humanities and MFL). Our assessments demonstrated that student behaviour improved last year, but challenges around wellbeing and mental health were significantly higher than before the pandemic. The impact on disadvantaged students has

been particularly acute. For student attainment to improve, ongoing support for mental health to ensure that students have the tools to learn successfully needs to be prioritised therefore this will be enhanced in our current plan.

Absence among disadvantaged students was 4% higher than their peers in 2021/22 and persistent absence 14.5% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged students remains a focus of our current plan.

The 2021/22 results mean that we are not on track in the first year of our plan to achieve the aspirational “Intended Outcomes” that we set for 2024/25 (above). We have reviewed our strategy and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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 evaluation of the impact of the curriculum on all learners, including those who are disadvantaged, across all subjects and as a school
- involving all teaching staff in a Research and Development Group to encourage all practitioners to look at existing research on specific topics and use this to reflect on their own practice; for 2022-23 the focus is reading. As a result of student voice teachers make changes to classroom practice and trial new approaches. Ideas are disseminated to the whole teaching body, and resources shared through a toolkit available to all teaching staff. This approach has shown a marked impact, for example work on flipped learning and on marking and feedback in previous years is now an established part of school practice. The EEF evidence on feedback <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> demonstrates this has significant benefits for all students, and particularly disadvantaged students
- open door observations (where teachers trial or showcase ideas from their Research and Development group work) is an opportunity for all teachers to observe a number of their peers. Each teacher nominates a 20-minute section of their lesson which anyone is free to come and watch. This is a mechanism for sharing good practice from Research and Development groups as well as an opportunity to receive peer feedback. Teacher voice indicates the value teachers place on this activity in terms of their professional development in meeting the needs of all learners
- funding counselling provision on site from Place2Be 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 to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), with a focus on building life skills such as confidence, resilience, and working collaboratively. Disadvantaged pupils will be encouraged and supported to participate
- allocation of devices to use at home in order to support learning in school, e.g. engage in online learning, research and independent learning activities, and to complete homework
- Sixth-Form and post-16 progression interviews to establish the requirements of a range of pathways and ensure students have the knowledge and encouragement to pursue a suitable pathway and achieve their potential

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 triangulated evidence from multiple sources of data including assessments, engagement in class and outside of class, book looks, lesson observations, attendance conversations and surveys with a range of students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of the pupil premium allocation, 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 disproportionate impact of the pandemic on disadvantaged students.

We used the updated EEF Guide https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957 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 strategy and will adjust our plan over time to secure better outcomes for our students.