



Katherine Semar Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Katherine Semar Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	9.4%
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Julie Puxley, Headteacher
Pupil premium lead	Rob Aiken, Deputy Headteacher
Governor / Trustee lead	Nick Osbourne, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735
Recovery premium funding allocation this academic year	£2,465
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	£27,200

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 all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by our vulnerable pupils, such as those whose families have suffered domestic abuse and those who have social and emotional difficulties. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our pupils received small group tutoring from our teaching staff in 2021/2022. Whilst funding has reduced we continue to use the recovery premium to deliver high quality tutoring, delivered by our staff, to groups of pupils. The quantity and frequency of this support each year is dependent on funding.

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 pupils excel. To ensure they are effective we will:

- 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.

Challenges

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

Challenge number	Detail of challenge
1	We baseline our children's speech and language development using WellComm assessments in early years. These assessments and our observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to the end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our summative and formative assessments in reading, writing and maths; observations and discussions about pupils with teaching staff (pupil progress meetings) indicate that the education of many of our disadvantaged pupils was impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths, reading and writing.</p>
4	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during COVID lockdowns, limited uptake of extra-curricular activities and the challenges our families have faced at home. These challenges particularly affect disadvantaged pupils, including their ability to regulate their emotions and their resilience to stressors.</p> <p>Our disadvantaged pupils were less likely to engage in clubs than non-disadvantaged pupils. Our discussions with pupils and families and data showing uptake of sports clubs in school in Autumn 2021 showed that 51% of pupils were not accessing these clubs and 34% of these children were disadvantaged.</p>
5	Our attendance data over the last three academic years when this plan was written (2018-2019, 2019-2020, 2020-2021) indicated that attendance among disadvantaged pupils was between 1.5% - 3.2% lower than for non-disadvantaged pupils. Whilst attendance for disadvantaged pupils was good in 2020/21 (96.4%) this was achieved through rigorous monitoring systems and the support we established for our disadvantaged families.

	In the period between September 2021 and November 2021 the percentage gap for pupils that had been persistently absent (under 90% attendance) was 5% more for disadvantaged pupils compared to non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils, including improved outcomes for those receiving intervention following the WellComm baseline assessment. This is evidenced when triangulated with sources of evidence including books scrutinies, pupil subject interviews, engagement in lessons and ongoing formative assessments.
Improved reading attainment among disadvantaged pupils.	Y1 phonics outcomes in 2024/25 to show that more than 75% of disadvantaged pupils pass their phonics screening (above National data for disadvantaged pupils in 2019 – 71%). KS1 reading outcomes in 2024/25 to show that more than 70% of disadvantaged pupils meet the expected standard (above National data for disadvantaged pupils in 2019 – 62%).
Improved maths attainment among disadvantaged pupils.	KS1 maths outcomes in 2024/25 to show that more than 70% of disadvantaged pupils meet the expected standard (above National data for disadvantaged pupils in 2019 – 62%).
Improved writing attainment among disadvantaged pupils.	KS1 writing outcomes in 2024/25 to show that more than 65% of disadvantaged pupils meet the expected standard (above National data for disadvantaged pupils in 2019 – 55%).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 to be demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being 96% or more and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1.5%. • the percentage of all pupils who are persistently absent (attendance lower than 90%) to show an improving trend over the next three years and for the gap in persistent absenteeism to close between disadvantaged pupils and their peers.
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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: **£14,416**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and embed a vocabulary spine within our curriculum for each subject with a progression of vocabulary from EYFS to Y2 and an academic word list for each year group to secure stronger teaching of vocabulary for all pupils.	<p>The EEF guidance, which is based on a range of the best available evidence, recommends planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities.</p> <p>Improving Literacy in KS1 – Education Endowment Foundation – recommendation 1 - EEF</p>	1, 2, 3
Purchase and embed elements of the CUSP (Curriculum with Unity Schools Partnership) curriculum into our INSPIRE curriculum to enhance the teaching of vocabulary for all pupils.	<p>The CUSP curriculum is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression. There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress.</p> <p>CUSP curriculum information – www.unity-curriculum.co.uk</p>	1
Deliver high quality CPD for teachers on metacognition to develop self-reflection and collaborative learning in our pupils. Embed approaches based on metacognition within the curriculum.	<p>There is strong evidence indicating that explicitly teaching strategies to help pupils plan, monitor and evaluate specific aspects of their learning makes them more likely to manage their own learning and overcome challenges themselves in the future, having a high impact on their progress particularly in mathematics and science. Some evidence also suggests that disadvantaged pupils are less likely</p>	3, 4

	<p>to use metacognitive and self-regulatory strategies.</p> <p>Metacognition and self-regulation – Toolkit Strand – Education Endowment Foundation - EEF</p> <p>Metacognition and self-regulated learning guidance report – Education Endowment Foundation - EEF</p>	
<p>Develop phonics teaching through weekly phonics workshops with teaching staff (including Early Careers Teachers) to share updates and best practice based on current research and guidance to secure stronger phonics teaching for all pupils.</p>	<p>There is extensive evidence that phonics is an important component in the development of early reading skills, particularly for disadvantaged pupils.</p> <p>Phonics – Toolkit Strand – Education Endowment Foundation - EEF</p> <p>Improving Literacy in KS1 – Education Endowment Foundation – recommendation 3 - EEF</p>	2, 3
<p>Some members of teaching staff to be trained as instructional coaches and fund release time.</p> <p>Train staff to use IRIS technology in order to watch back and reflect upon their practice.</p> <p>Develop and embed an approach, where coaches support teachers to reflect upon and develop specific areas of their practice.</p>	<p>In a pilot study the vast majority of teachers believe the use of IRIS Connect improved their practice and the study found that there was moderate evidence of changes in practice. The evidence suggested that technology interventions appeared to be most effective when they support changes in the nature of teaching and learning.</p> <p>IRIS Connect: Developing classroom dialogue and feedback through collective video reflection – Education Endowment Foundation - EEF</p>	1, 2, 3
<p>Teachers participating in the NCETM Mastering Number programme to and Early Career Teachers participating in NCETM Specialist</p>	<p>The NCETM Mastering Number programme draws upon evidenced based approaches.</p> <p>NCETM – Mastering Number (www.ncetm.org.uk)</p>	3

Knowledge for Teaching Mathematics – Primary Early Career Teachers to secure stronger number teaching for all pupils.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£7,616**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out baseline assessments on children in Early Years using WellComm and NELI and trained teaching assistant to provide early speech and language intervention where there are gaps or issues identified.	<p>Evidence suggests that disadvantaged pupils are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their lives. The average impact of oral language interventions is approximately an additional six months' progress (most studies focus on reading) over the year.</p> <p>Oral Language Interventions – Toolkit Strand – Education Endowment Foundation - EEF</p>	1, 2, 3
To engage with the National Tutoring Programme in 2022 to provide school-led tutoring, delivered by teaching staff to small groups of pupils for pupils whose education has been most impacted by the pandemic (funding - £2592 2022/2023). A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition - Toolkit Strand - Education Endowment Foundation - EEF</p>	3, 4

Teaching assistants to receive regular high quality phonics training and to deliver additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Evidence suggest that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words spoken and books read in the home therefore targeted phonics interventions have been shown to have a positive impact.</p> <p>Phonics – Toolkit Strand – Education Endowment Foundation - EEF</p>	2, 3
To deploy teaching assistants to run targeted structured small group interventions and in some cases one to one support in reading, writing and maths, following rigorous analysis of difficulties diagnosed through assessments.	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy in KS2 – Education Endowment Foundation – recommendation 7 - EEF</p>	2, 3

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

Budgeted cost: £5,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular training on monitoring and improving attendance and developing our approach towards identifying and working with families where attendance is an issue. This will be based upon the principles of good	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Addressing Educational Disadvantage in Schools and Colleges (Mark Rowland) – ‘Relationships’ chapter.</p>	4, 5

<p>practise set out in the DFE's Improving School Attendance advice.</p> <p>Family engagement and welfare officer employed (September 2021) to build relationships with families and support them, including issues such as the impact of financial, housing and relationship insecurity on family life, learning and attendance.</p>		
<p>Maintain and develop ACE, our school-led breakfast club, after school club and school holiday provision, providing families with a low cost option for childcare and enabling flexibility for working parents.</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Three members of staff to be trained to as Trauma Perceptive Practice (TPP) trainers in 2021/2022 and to lead the school and train staff in 2022/2023 towards becoming a TPP school.</p>	<p>TPP is an evidence-based Essex Local Authority approach towards supporting behaviour and understanding emotional wellbeing that, in time, will benefit individuals and families. Benefits will include increased capability and productivity, improved pupil outcomes, reduced absence, reduced demand on services, improved relationships and greater satisfaction and happiness.</p> <p>TPP information – Claire Kershaw – Director of Education – Essex County Council</p> <p>Addressing Educational Disadvantage in Schools and Colleges The Essex Way (edited by Mark Rowland) – Unity Research School and Essex County Council</p>	2, 3, 4, 5

One of our Deputy Head Teachers to receive training in 2021/22 as our school 'disadvantaged champion' and to establish and embed our school's strategy towards addressing disadvantage and raising outcomes for our disadvantaged pupils.	Essex's approach towards addressing disadvantage has been established through working with a group of 14 pilot primary, secondary and special school, plus a range of stakeholders and is underpinned by research. Addressing Educational Disadvantage in Schools and Colleges The Essex Way (edited by Mark Rowland) – Unity Research School and Essex County Council	1, 2, 3, 4, 5
Trained 'learning mentors' to meet on a weekly basis to provided targeted support to identified children who need support related to social, emotional and mental health and self-regulation.	Evidence suggests that children from disadvantaged pupils have, on average, weaker SEL skills at all ages than non-disadvantaged pupils. Lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning - Toolkit Strand - Education Endowment Foundation -EEF	3, 4
To improve the uptake of extra-curricular activities in school for our disadvantaged pupils through maintaining and developing our offer of clubs and other sports opportunities. To support and encourage disadvantaged pupils to participate.	Evidence shows that there is a small positive impact of physical activity on academic attainment and that it is crucial for the other benefits and opportunities it provides. Physical activity - Toolkit Strand - Education Endowment Foundation - EEF	4
To ensure that all pupils are able to access a broad and	Studies have shown that Outdoor Adventure Learning has positive impacts. It provides opportunities for	4

rich experiences including trips, visits, experiences and adventurous forest school all mapped throughout our INSPIRE curriculum. To support and encourage disadvantaged pupils to participate.	disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participating in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning - Toolkit Strand - Education Endowment Foundation -EEF	
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Total budgeted cost: £27,200

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 2022-2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

The DfE did not publish data in 2020 or 2021 and end of KS1 assessments and the Year 1 phonics screening check were not required to be undertaken. Schools were not required to publish any data in 2022 but end of KS1 assessments were undertaken in our school using national assessment materials. The DfE recognised that the impact of the COVID pandemic was still being felt and that schools could not be compared with each other or compare their own data from previous years. However, the DfE shared national data (KS1) with schools in 2022 to help us gauge the performance of our disadvantaged and non-disadvantaged pupils at a national level. End of KS1 assessments were undertaken in 2023.

Analysis below largely relates to the last three years of data, where end of KS1 data and Y1 phonics screener checks were carried out – 2019, 2022 and 2023. However, the percentage of disadvantaged pupils in our school was lower than national and was particularly low in 2019. This has been taken into consideration when reviewing the data – 2019 (3 children – 5%), 2022 (9 children – 15%) and 2023 (8 children – 13%). In 2023 we had a higher than typical number of SEN pupils for our school who were also disadvantaged – 5 out of 8 children - two of whom had EHCPs. This has negatively impacted the data compared to other years and along with low disadvantaged numbers has made it difficult to identify trends over the last five years.

2023 end of KS1 assessments show that the percentage of all pupils reaching the expected standard and above and the higher standard is above national in reading, writing and maths.

Pupils achieving the expected standard and above at the end of KS1

Typically, our disadvantaged pupils perform above national disadvantaged. In 2019 disadvantaged pupils performed above national in reading (KSI - 67%, national 62%), writing (KSI – 67% - national 55%) and maths (KSI – 67%, national 62%) and in 2022 disadvantaged pupils performed above national in reading (KSI – 56%, national – 51%) and writing (KSI – 56%, national – 41%). However, in 2023, as highlighted above a greater percentage of our disadvantaged pupils (5/8) were SEN and they performed

below national in reading, writing and maths in 2023. Our non-disadvantaged pupils have consistently performed above national non-disadvantaged in reading, writing and maths. This has all resulted in us seeing significant gaps between disadvantaged pupils and non-disadvantaged pupils in all three areas in 2023. In 2022-23 staff were trained in and delivered the NCETM's Mastery Number project to small groups of Year 2 pupils, including disadvantaged pupils.

4/8 of our disadvantaged pupils (50%) passed the phonics screening check in 2022 compared to 96% of our non-disadvantaged pupils. Three of the four children that did not pass have special educational needs. In 2023 3/5 of our disadvantaged pupils (80%) passed the phonics screening check compared to 98% of our non-disadvantaged pupils. Pupil premium funding was used for targeted interventions and the pupils all made progress. Regular phonics workshops for teaching staff have supported the delivery of high quality phonics teaching and interventions across all year groups. We hope to see the impact of this on future end of KS1 assessments.

Book studies and pupil interviews demonstrated that our disadvantaged pupils are using a wider range of Tier 2 and Tier 3 vocabulary in their speech and written work, which follows on from high quality training in this area and developments in the teaching of vocabulary. However, there is still a vocabulary gap between disadvantaged pupils and non-disadvantaged pupils and we will continue to build upon the teaching of vocabulary as outlined through the activities detailed in this plan.

Our assessments indicated that we needed to prioritise spending our covid catchup funding in 2021/22 on delivering targeted support to 20 pupils who we identified were not on track to reach age related expectations, including a significant number of disadvantaged pupils. To ensure the highest quality support our teachers delivered 300 hours of support (£5000 funding spent) to children in their year groups (and in many cases their classes). Teaching assistants also delivered targeted interventions in reading, writing and maths over the year. Funding has been significantly less over the last two years, however we have continued to use teachers and teaching assistants to deliver targeted interventions in all year groups. In Year 2 targeted maths and reading interventions were delivered. Pupil progress meetings held between the headteacher and deputy headteacher (responsible for assessment) and class teachers have shown that the tutoring and continuing targeted interventions have had a demonstrable impact on progress for these pupils.

We continue to grow the extra-curricular opportunities within school and try to engage and enable opportunities for as many pupils to take part as possible. We employ two sports coaches who run sports clubs before school and after school every day. As well as sports we offer a wide range of other clubs, which run before and after school including music and art. Over the course of the 2022/23 academic year we had 109 club places available in Autumn 2022, 140 in Spring and 103 in Summer.

We have set up a digital system to help us track and monitor the extra-curricular opportunities that children have had in school. The system helps us to compare the number of disadvantaged children and non-disadvantaged children engaging in these opportunities and helps us to pinpoint what extra-curricular opportunities each child has had and who we need to target to encourage to participate. Our family engagement champion has built relations with and sends personal invites to our less engaged disadvantaged children and families to encourage and support participation in extra-curricular activities. Our headteacher and Assistant headteacher organised a Book, Buddies and Biscuits club in the 2023 summer term which proved extremely popular and targeted our priority readers (lowest 20 per cent), SEND, disadvantaged and EAL children. The number of disadvantaged pupils taking part in at least one club a year has risen as a result of our ongoing intervention.

National data has shown a decline in overall attendance since the pandemic and a significant increase in persistent absence, particularly amongst disadvantaged pupils.

Since the pandemic and school closures school lower attendance figures has been one of the school's greatest challenges in line with the national picture. School attendance was lower for all pupils in 2021-22 (94.3%) and 2022-23 (94.6%) compared to 2018-29 (97.1%), the last year that attendance figures were unaffected by the pandemic and lockdowns. This was similar to the national picture (94.7% in 2022) but above national in 2023 (92.7%). The gap in attendance between disadvantaged pupils (91.6%) and all pupils (94.6%) at the end of 2023 was 3%. This gap was greater than the end of 2022 – 1.5%, which can be partly accounted for by issues with persistent absence with particular disadvantaged pupils.

2023 end of year attendance figures showed 5.7% of children were persistently absent (less than 90% attendance), which was a drop from 2022 (8.9%) and a better picture than national (21.2%). End of 2023 figures showed that 4/17 disadvantaged pupils (23.5%) were persistently absent, similar to the end of 2022 – (5/21 disadvantaged pupils – 23.8%). The gap between the percentage of advantaged pupils that were persistently absent in 2023 to non-disadvantaged pupils (-17.8% gap) is lower than national but wider than the previous year (14.4% gap). Persistent absence for disadvantaged pupils (23.5%) is slightly less than the national picture (35.7%).

This data shows us that the work we continue to implement to address attendance is critical in addressing this gap and supporting improved attendance for our disadvantaged children. We have a family engagement champion who monitors attendance closely with one of the deputy headteachers and takes appropriate action to support our most vulnerable children. A digital system has been developed over the last few years that helps the school to identify children who are persistently absent and patterns in attendance. The attendance team (headteacher, deputy headteacher and family engagement champion) meet monthly to review attendance and punctuality, where they consider effective strategies for any child not meeting our attendance targets. Strategies include support from the family engagement champion, signposting

families to external services and supporting them with referrals to other agencies through our SENCo, learning mentoring for children with specific issues that are making them reluctant to attend school, referring parents to work with our education mental health practitioner from the MIND (mental health support team) and issuing attendance letters and inviting families to meetings to discuss solutions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mastering Number at Reception and KS1	NCETM
WellComm (speech and language toolkit from screening to intervention)	GL Assessment

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:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- utilising our ELE (Evidence Lead in Education) to ensure that the most current educational research underpins the activity that we have in place to support our disadvantaged pupils.
- utilising the funding from the school-led tutoring grant alongside pupil premium and recovery premium funding to fund our teacher led school tutoring (as identified as an activity in the 'targeted academic support' section of our current plan).
- rigorous monitoring, which places a focus on disadvantaged pupils including termly pupil progress meetings with class teachers, the deputy head teacher (with responsibility for assessment) and head teacher; termly maths and English monitoring days; regular external subject reviews by our SIP; subject work scrutinies and pupil interviews.

Planning, implementation, and evaluation

In planning this pupil premium strategy, we evaluated our approach towards writing the current plan. We utilised the training that our 'Disadvantaged Champion' had received from Essex County Council (2021/2022), which was underpinned by the research carried out by Marc Rowland (Addressing Educational Disadvantage in Schools and Colleges The Essex Way – Unity Research School and Essex County Council).

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of 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.