



Chilvers Coton Community School and Nursery

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chilvers Coton Community School
Number of pupils in school (excluding Nursery)	157 pp- 29
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Shirin Patel/Terri Hitchcox/Claire Gutteridge
Pupil premium lead	Claire Gutteridge
Governor / Trustee lead	Shirin Patel & Amy Shale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,660.00

Part A: Pupil premium strategy plan

Statement of intent: Our Intent at Chilvers Coton Community School and Nursery

At Chilvers Coton, we believe that **disadvantaged pupils should achieve as highly as their peers**. Through our Pupil Premium strategy and the RADY (Raising the Attainment of Disadvantaged Youngsters) project, we are committed to:

- **Setting ambitious expectations** for every child, regardless of background.
- Enabling **ALL** children to reach their full potential by **Removing barriers** that may limit success, ensuring no child is left behind.
- Embedding a culture of **equity, ambition, and inclusivity** so that all pupils can fulfil their potential.

Our aim is to unlock the untapped potential of disadvantaged learners through **target and attainment uplifts**, making sure that equity in teaching and learning is a **golden thread** throughout our policies, practices, and provision. We also prioritise **proportional representation** of disadvantaged pupils in every aspect of school life, ensuring their voices and achievements are recognised and celebrated.

Key Principles (RADY)

- **High expectations:** Ambitious targets are set for all disadvantaged pupils; their starting points never cap potential.
- **Equity, not equality:** Disadvantaged learners may need more time, support, and opportunities to achieve parity.
- **Early intervention:** Gaps are identified and addressed quickly before they widen.
- **Inclusive enrichment:** Every pupil is able to access a broad range of experiences beyond the classroom.
- **Sustained impact:** Our plan spans three years and is reviewed annually to secure long-term improvement.

Challenges We Address

- Lower starting points in communication, language, and reading.
- Barriers linked to poverty, family circumstance, and limited experiences.
- Reduced confidence, resilience, and wellbeing that impact learning.
- Parental engagement and knowledge how to support children's learning at home.
- Gaps caused by disrupted schooling, including attendance and the Covid-19 pandemic.
- A high proportion of our school community are multilingual learners so many children are at the early stages of language acquisition.

Our Objectives

We will:

1. Remove barriers to learning so disadvantaged pupils thrive both academically and socially.
2. Narrow attainment gaps between disadvantaged and non-disadvantaged pupils.
3. Ensure all pupils are fluent, confident readers and speakers with full curriculum access.
4. Build strong communication skills for effective self-expression.
5. Promote wellbeing and resilience to enable success despite challenges
6. Continue to develop effective home communication links so parents continue to be their child's first and most enduring educator.
7. Guarantee access to enrichment opportunities that broaden horizons and raise aspirations.

Our Approach

To achieve these aims, we will:

- Invest in **high-quality teaching** through CPD, mentoring, and coaching.
- Deliver **targeted support** such as small-group work, 1:1 tutoring, and rapid interventions.
- Use **RADY targets** to track and challenge progress, maintaining ambitious expectations.
- Embed a “**keep-up, not catch-up**” **ethos**, addressing gaps immediately.
- Fund access to **trips, clubs, and enrichment activities** for all.
- Provide **pastoral and nurture support** to strengthen social and emotional development.
- Ensure **parents are equipped** with the correct knowledge to contribute positively to their child's education enabling them to thrive.
- Enhance **language development**, especially in Early Years, through speech and language support and talk-rich classrooms.
- Apply **evidence-based strategies** informed by the Education Endowment Foundation (EEF).

Our Commitment

At Chilvers Coton, support for disadvantaged pupils is not an add-on but a **core part of our school systems** and a ‘**Golden Thread**’ that permeates our school culture. Guided by RADY, we ensure ambitious expectations, targeted support, and equitable opportunities for **all**. With the right provision, every child can succeed, thrive, and achieve their full potential — proving that **disadvantage will never be a barrier to success**.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment Gap in Core Subjects</p> <ul style="list-style-type: none"> The attainment of non-Pupil Premium children is consistently higher than that of Pupil Premium children in reading, writing, and maths. <p>A significant number of Pupil Premium children are within the bottom 20% of the school for attainment.</p>
2	<p>Low Attainment on Entry (EYFS)</p> <p>Pupils eligible for Pupil Premium enter the Early Years Foundation Stage with lower starting points in all areas, particularly in communication, language and literacy, personal, social and emotional development (PSED), reading, and writing.</p>
3	<p>Attendance and Persistent Absence</p> <ul style="list-style-type: none"> Attendance for Pupil Premium children is lower than that of their non-disadvantaged peers. <p>Levels of persistent absence are disproportionately high among Pupil Premium pupils, impacting progress and attainment.</p>
4	<p>Decline in Speech and Language Skills</p> <ul style="list-style-type: none"> There is an increasing number of disadvantaged children with delayed speech and language development, especially in EYFS. <p>Many of these pupils were born during the Covid-19 pandemic, exacerbating developmental gaps.</p>
5	<p>Wellbeing and Mental Health Needs</p> <ul style="list-style-type: none"> There has been a noticeable increase in mental health and wellbeing concerns for disadvantaged pupils, affecting resilience, confidence, and readiness to learn. <p>There has been an increase in safeguarding concerns for the Pupil Premium children, with family and home challenges.</p>
6	<p>Access to Wider Curriculum and Cultural Capital</p>

	<ul style="list-style-type: none"> Disadvantaged pupils are less likely to engage with wider-curricular opportunities (e.g., clubs, trips, enrichment activities). Limited experiences outside of school reduce opportunities to build cultural capital and broaden horizons.
--	---

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
The gap between PP and non-PP children closes so that Pupil premium children achieve in line with those that are Non- Pupil Premium in Reading, Writing and Maths.	End of KS1 assessments Year One phonics screening check results % of children achieving Early learning goals
Implementation of high-quality teaching of phonics and early reading shows an increase in pupils passing the Phonics Screening Test in Y1 and achieving age related expectations in EYFS and end of year expectations.	End of KS1 assessments Year One phonics screening check results % of children achieving Early learning goals in reading
All pupils without other complicating factors are confident readers by the end of KS1.	End of KS1 assessment Year One phonics screening check results % of children achieving Early learning goals in reading Read Write Inc assessment Pupil voice- do children have a LOVE of reading.
Writing achievement improves for Pupil Premium children.	End of KS1 assessment % of children achieving Early learning goals in writing Confidence in children's writing increases, children start to develop a love for writing.
Attendance of Pupil Premium children improves in line with that of non-pupil premium children and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year. Attendance for PP children will be above 95%

To improve the speech and language skills of the children across the school.	Children achieve national expectations for communication and Language. Children that require language intervention through Wellcomm.
Pupil are able to self-regulate and manage their own emotions, behaviour and well-being in a positive way.	Emotional Literacy Support Assistant (ELSA) progress tracking Children are able to confidently talk about their feelings and emotions. Zones of regulation is embedded across the school. Pupil voice child

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sarah Lilly at Clever writer support to improve the quality of writing across the school, support and guided PPA sessions as well as whole school training and writing programme implementation.	Teaching and learning toolkit motivating teachers +2 months' impact. EEF effective professional development. DfE Writing Framework	1
CPD on modelling/scaffolding to all teachers on using metacognition strategies in all lessons to teach through Tom	Teaching and learning toolkit Metacognition and self-regulation +7 months' impact EEF effective professional development.	1 2

Sherrington WALK THRU Principles.		
<p>Ruth Miskin's Read Write Inc training</p> <p>All Teachers and Teaching Assistants will be trained in the delivery of the systematic phonics programme Read, Write Inc for delivery throughout the school.</p> <p>Read Write Inc. training portal and challenge partner will ensure all staff are experts in the teaching of reading</p>	<p>Teaching and learning toolkit motivating teachers +2 months' impact.</p> <p>Early Years Toolkit Early Literacy approach +4 months' impact 'Early Literacy approaches typically increase children's learning by about 4 months. Approaches that develop literacy skills and knowledge can have an important effect on early reading.'</p> <p>EEF Making Best Use of Teaching Assistants guidance report</p> <p>EEF effective professional development.</p>	1 2
<p>EYFS WRM EEF and NFER maths jigsaw trial</p> <p>Origin maths Hub programme to develop and embed the teaching of mastery maths across the school.</p> <p>NCETM mastering numbering programme to develop mathematical fluency across KS1</p>	<p>Teaching and learning toolkit mastery learning +5 months' impact.</p> <p>Early Years Toolkit Early Literacy approach +4 months' impact</p> <p>EEF Making Best Use of Teaching Assistants guidance report</p> <p>EEF effective professional development.</p>	1 2
<p>Little Sutton Reading Hub – CPD for reading lead to accelerate the teaching of phonics and reading.</p>	<p>Teaching and learning toolkit motivating teachers +2 months' impact, mastery learning +5 months impact, phonics +5 months impact</p> <p>Early Years Toolkit Early Literacy approach +4 months' impact</p>	1 2

	EEF effective professional development.	
Enhance provision of teaching, learning monitoring and the evaluation of disadvantaged pupils' progress and attainment; to support staff increase the pace of pupils' progress	Education Endowment Foundation Feedback evidence summary report EEF effective professional development.	1 2
Subject Leadership Development Time	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending EEF effective professional development.	1 2 4 6
Gateway Alliance training subscription for all subject leaders to develop expertise and knowledge within their subject area so that children are taught well in all subjects and achieve.	EEF effective professional development. Teaching and learning toolkit motivating teachers +2 months' impact	1 2 6
CPD for Maths leaders and teaching assistants with the maths hub to embed basic number facts and value so that children can develop fluency and mastery.	EEF effective professional development. EEF Making Best Use of Teaching Assistants guidance report Teaching and learning toolkit motivating teachers +2 months' impact, mastery learning +5 months' impact, collaborative learning approaches +5 months' impact Early Years Toolkit Early numeracy approach +6 months' impact	1 2
Early years baseline for speech and language will be taken from	Early Years Toolkit communication and language approach +6 months' impact	4 1 2

<p>WellComm and interventions will take place for children with potential language difficulties.</p> <p>CPD for all early years staff and teaching assistants in year one and regular training to ensure the delivery has optimum impact on children's attainment.</p>	<p>EEF Making Best Use of Teaching Assistants guidance report</p>	
<p>Deliver the 'myHappymind' programme to empower children to talk confidently about their mental health.</p> <p>Develop the use of the Zones of Regulation across the school and embed this to allow children to discuss their emotions.</p> <p>Integrate Social and Emotional Learning into the Curriculum: Embed SEL lessons that teach pupils to understand and manage their emotions, develop empathy, and establish positive relationships.</p> <p>Promote Mindfulness Practises: Incorporate mindfulness activities, such as breathing exercises and relaxation techniques, to help pupils manage stress and enhance focus. where every pupil feels valued and respected, promoting a sense of belonging and reducing anxiety.</p>	<p>EEF Self Regulation strategies: Self regulation strategies have a positive impact + three months on average for raising attainment.</p> <p>Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.</p> <p>Staff are likely to benefit from training or professional development to use programmes and approaches successfully.</p>	<p>5 2 1 4</p>

<p>Create a Safe and Inclusive Classroom Environment: Establish a classroom culture</p>		
--	--	--

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language intervention delivered by trained member of staff.</p>	<p>Teaching and learning toolkit collaborative learning approaches +5 months' impact and oral language interventions +6 months' impact.</p> <p>Teaching assistant interventions +4 months' impact. Individualised instruction 4+ months impact.</p> <p>Early Years Toolkit communication and language approach +6 months' impact</p> <p>EEF Making Best Use of Teaching Assistants guidance report</p>	<p>4 2 1</p>
<p>RWI intervention to develop phonic knowledge and fluency for reading.</p>	<p>Teaching and learning toolkit collaborative learning approaches +5 months' impact and phonics +5 months' impact. Early Years Toolkit Early Literacy approach +4 months' impact. EEF Making Best Use of Teaching Assistants guidance report</p>	<p>1 2</p>
<p>Wellcomm and Legro Intervention delivered to children who are assessed at needing additional support</p>	<p>Teaching and learning toolkit oral language interventions +6 months' impact</p> <p>Early Years Toolkit communication and language</p>	<p>4 1</p>

with their speech and language	<p>approach +6 months' impact</p> <p>EEF Making Best Use of Teaching Assistants guidance report</p>	
<p>ELSA intervention to develop emotional literacy and regulation.</p> <p>Provide Targeted Support for Pupils with Identified Mental Health Needs: Develop individualised support plans that address specific challenges faced by disadvantaged pupils, ensuring they receive the necessary resources and attention.</p>	<p>Teaching and learning toolkit Individualised instruction + 4 months' impact</p> <p>Early Years Toolkit self-regulation strategy +5 months impact, social and emotional learning +3 months impact</p> <p>EEF Making Best Use of Teaching Assistants guidance report</p>	4
<p>Conduct Regular Mood Check-Ins: Utilise zones of regulation or discussions to monitor pupils' emotional states, enabling early identification of those needing additional support.</p>	<p>Social Emotional strategies can have a positive effect on aspects of early Literacy and Numeracy.</p> <p>It is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions and interact with others will be beneficial to children even if it does not translate directly to reading or maths scores.</p>	4 1 2
<p>Additional support staff to deliver high quality interventions to complement what is being taught in the classroom</p>	<p>EEF teaching and learning toolkit identifies that teaching assistant interventions have an impact of +4 months. Time for teachers and teaching assistants to work together to ensure interventions support daily teaching will be key to ensuring success.</p>	1 2 4
<p>Resources for parents to support learning at home to enable pupils to retain and retrieve what they</p>	<p>Teaching and learning toolkit parental engagement + 4 months and phonics +5 months' impact</p>	6 1 2

have learned via parent workshops and class Dojo.	Early Years Toolkit Early numeracy approach +6 months' impact, Early literacy approach +4 months' impact.	
---	---	--

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team member to support families with improving attendance ½ day per week; time allocated to meet with parents, telephone parents and to prioritise pupils eligible for pupil premium for attendance support. Training for all staff to be able to support and improve attendance to be provided.	The DfE document 'Supporting the attainment of disadvantaged pupils: articulating success' outlines that 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.' Some of our disadvantaged pupils have been persistent absentees which has been a barrier for their progress.	3 1
DSL training and cascades CPD for staff.	EEF effective professional development. Teaching and learning toolkit behaviour interventions + 4 months' impact, social and emotional learning +4 months' impact. Early Years Toolkit self-regulation strategy +5 months' impact, social and emotional learning +3 months' impact	5 1
Inclusive attendance and attendance champions for	EEF The Guide to Pupil Premium: A tiered approach to spending	3

attendance monitoring and support		
Family support team to provide ongoing support for families for social and emotional learning. A resource base for small group and individual pupils provided to enable identified pupils to benefit from work around wishes and feelings and developing emotional literacy.	The EEF guidance document 'Improving social and emotional learning in schools' states that 'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income'. Developing social and emotional learning as a part of school life will enable all children to be ready for learning as well as developing their self-esteem and confidence.	6 5
Parent workshops to support learning, health and well-being	Teaching and learning toolkit parental engagement + 4 months' impact, Early Years Toolkit self-regulation strategy +5 months' impact, social and emotional learning +3 months' impact	1 2 3 5
Lunch time clubs for well-being	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. targeted support for pupils with particular social and emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	5
Funded breakfast club to enable pupils	EEF Found that Breakfast clubs that offer pupils in primary schools	3 1 5

<p>to be on time for school and ready to learn</p>	<p>a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial</p>	
<p>Funded extra-curricular activities; after school clubs, football, multi-sports, performance arts, learning to play a musical instrument and performing for an audience</p>	<p>There is a small positive impact of physical activity on academic attainment (+2 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access high quality physical activity for other benefits and opportunities it provides.</p> <p>EEF found 'There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>6</p>
<p>Developing resilience, independence and social skills through the OPAL (Outdoor Play and Learning) programme for lunchtime, including training, resources and parental engagement</p>	<p>Lunchtime accounts for 20% of the school day. This is the part of the school day where the staff with the least amount of training supervise large numbers of pupils. The EEF teaching and learning toolkit states that social and emotional learning approaches add 4 months progress to children's learning.</p>	<p>5 6</p>

Total budgeted cost: £75,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the academic year using the performance data for Key Stage One Phonics and EYFS performance data as well as our own internal assessments for Key Stage One in Year 2.

To help us gauge the performance of our disadvantaged pupils we have compared our results to those for disadvantaged and non-disadvantaged pupils. We have also looked at the performance related to that of national data (2024)

EYFS Outcomes

One of the expected outcomes was to improve the attainment and progress in phonics and early years.

Looking at the 2 reading aspects in EYFS the gap in 'comprehension' has narrowed and the gap within word reading is also narrowing.

Disadvantaged pupils

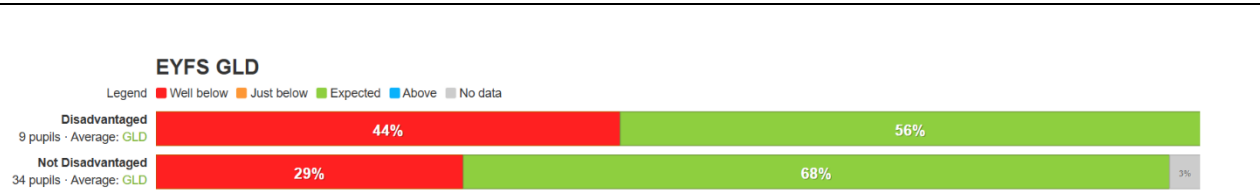


Non-Disadvantaged pupils



The Overall aspect of Reading from the Early Years Profile there is still a gap but it is narrowing.





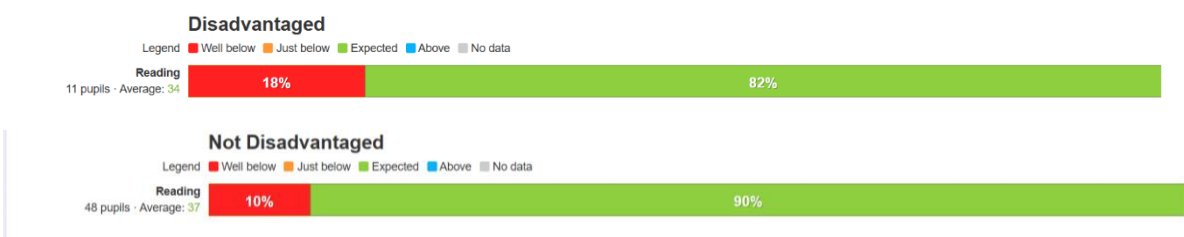
The overall attainment of children achieving a good level of development in EYFS was 56% compared to 68% non-pupil premium children. Although lower than that of our non-pupil premium children the children who did not achieve a GLD also had a range of SEND needs.

Many children entered our EYFS with speech and language that was poor and unable to speak interventions for Wellcomm and multilingual language support resources helped to raise standards of early communication with an increase from starting points at the beginning of EYFS.

Year One Phonics Outcomes

Phonic outcomes and attainment continue to remain a strength across the school with children making good progress from their entry starting points. Practise phonic screenings were carried out regularly throughout the year to assess children and see where support was need. The phonics lead and class teachers were consistent in their approach at ensure children had high quality phonics teaching. Children who were at risk of not meeting the standard were quickly identified and appropriate high-quality interventions was put into place which was monitored regularly by the Phonics Lead.

82% of PP children passed the Phonics Screening check, those who didn't pass were also identified as SEND or Multilingual. There remains a small gap between the attainment of our PP and non PP children however this gap has narrowed and there is now only a gap of 8%. This will continue to be a focus for our strategy in 2025-2026.

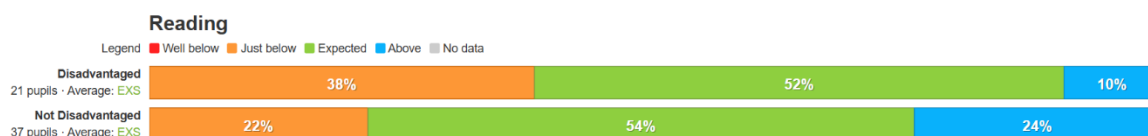


Although there was a gap in the attainment between our PP children and non PP children within school, our Pupil premium children achieved just above the national average of 80% (2024) with 82%

Year Two Outcomes

Of our Year Two cohort 21 children were Pupil premium of these 21 38% were identified as SEND and 48% identified as multilingual.

In Reading 62% of our Pupil premium children achieved the expected standard compared to 78% non pupil premium children



In Writing 60% of our Pupil premium children achieved the expected standard compared to 75% of non pupil premium children.



In Maths 62% of our pupil premium children achieved the expected standard compared to 76% of our non-pupil premium children.



Although there is a gap within all subjects at the end of Key Stage One, children have all made progress from their starting points and needs to continue to be narrowed in 2025-2026.

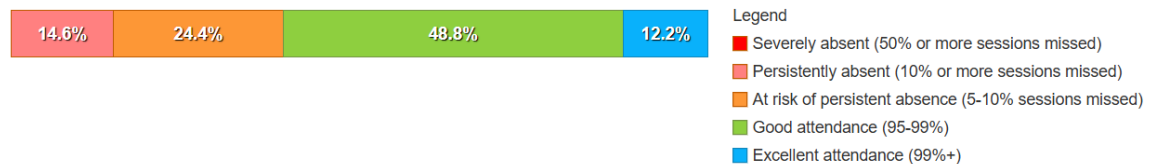
However, if we were comparing the end of Year 2 outcomes to the national average (2023) last statutory assessments our PP would be in line with the national average for writing.

Attendance

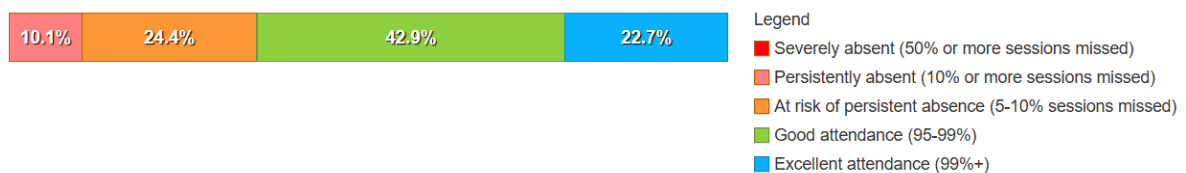
Attendance continues to be a priority at Chilvers Coton Community School, this year we have used the new DfE document for supporting the attainment of disadvantaged pupils. Working with our pastoral team and WAS we are starting to see some improvements in attendance, and the impact this is having on children's wellbeing.

Our Whole School Attendance for Pupil premium children is 94.1% which is just below the national average of 94.8% and the local authority of 94.9%. This is also below the whole school attendance for non pp children which is 95.5%

Currently we have 60% of pupil premium children with good or excellent attendance (over 95%). We also have 85.4% of children with attendance above 90%. This means out of pupil premium children we have 14.4% of children who are classed as persistently absent.



Comparing our attendance to that of our non-pupil premium children there are only 10.1% of children who are persistently absent showing there is a small gap of 4.5% between our PP and Non PP children.



Although the persistent absentee % is 14.4% this has reduced greatly from 2023-2024 when the % was 23.3% so there has been a significant drop in the number of children who are persistently absent from school.

Breakfast club attendance for children with pupil premium has grown steadily throughout the year and the amount of children who attend the breakfast club is now % of PP children. The support and availability of breakfast club has positively impacted on the attendance and in particular punctuality for families over the year.

Breakfast Club provision continues to be offered to vulnerable pupils, current family difficulties (i.e. parental ill health) and those where attendance is a concern with the fee waived.

OPAL

Throughout the year we have offered OPAL (outdoor play and learning) to our children at lunchtime this has had a positive effect on all our pupils especially our Pupil premium. There have been less reports of behavioural incidents during lunchtimes and less reports of first aid incidents. 84% of children who are in receipt of pupil premium commented positively about the impact OPAL has

had on their lunchtimes sharing they have become more confident and willing to try new things.

Enrichment

This year we have offered additional after school clubs to children, to enrich their school life. Some parents of PP children have taken up the offer of these clubs and pupil voice of those who attend have showed they enjoy the 'sporty' clubs. Pupil voice of PP children who don't attend the clubs have shared they would like a different variety of club so this will be adapted for the year 2025-2026. Towards the end of the school year funds were used to fund educational trips to improve children's cultural capital and to support families. By funding off site educational visits, it has enabled more learning opportunities as we believe learning outside the classroom and off site are vital in supporting the curriculum but also enable children to develop independence and resilience.

Further Information

Additional activity

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

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Supporting attendance through offering wider opportunities such as sports competitions, performances to parents and others from the community and having the opportunity to go on visits and meet visitors to develop our children's cultural capital
- Purchasing updated technology such as new iPad and computers to enable children to access the latest technology as part of their curriculum

Planning, implementation, and evaluation

To be able to evaluate the effectiveness of our strategy we triangulated evidence from multiple sources of data including assessments, engagement

in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers 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 studies about the impact of the pandemic on disadvantaged pupils.

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.