Pupil premium strategy statement - 2024-2027

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brettenham Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	34.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	31.09.26
Date on which it will be reviewed	31.07.27
Statement authorised by	Richard Hudson (EHT)
Pupil premium lead	Richard Hudson (EHT)
Governor / Trustee lead	Jenny Tosh (Chair of Governors)

380.0 130.0 34.2 192,400 130 192,400

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 224,750
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 224,750

Part A: Pupil premium strategy plan

Statement of intent

Brettenham is a vibrant and diverse school with a hardworking and dedicated staff team. We have both established senior leadership team members and some new to role. Most importantly, we have a school ethos of the highest expectations, urgency, and with children at the centre of all we do.

We are a two-form-entry primary school in Edmonton, North London, in an area of significant deprivation and children can start school with us from 3 years of age. 66% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy, speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. We strongly believe our curriculum ***is*** our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for **all** our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff speak about our ambition for ***all*** our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, executive leaders and Trustees. This interacts positively with partnership/school-improvement work with organisations such as Early Excellence, Haringey Education Partnership and the Research School Network. It means quality assurance is unequivocally purposeful, transparent, and focussed on improving teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among our disadvantaged pupils than their peers in the Early Years and KS1. On entry to Nursery in 2024, 16% of pupils were assessed as on track in speaking. In 2024, only 18% of our disadvantaged pupils were at age related expectations in speaking when they entered reception, compared with the cohort figure of 24%.They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom.
2	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning. This is why we work to provide opportunities for all our children to work with high quality, expert practitioners daily. They are at risk of underachievement because of the impact of socio-economic (and other) disadvantages on their lives over time and we see it as our job to focus on the main thing – ensuring highly effective early intervention and high-quality classroom practice for all – so that every child can experience success in the classroom. 2024 data continues to show a gap between PP pupils and NPP in reading, writing and maths across the school. This is compounded by the increase in mobility across all phases.
3	Our assessments, observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic and subsequent cost of living crisis. These pupils are again at risk of underachievement because of the socio-economic (and other) disadvantages on their lives. This is compounded by the increase in mobility across all phases.
4	Assessments, observations and discussions with pupils have identified that many of our educationally disadvantaged pupils experience several challenges which potentially impact on their learning, wider school life and their experiences beyond the school gate. These pupils may be at greater risk of poor attendance because of the impact of socio-economic (and other) disadvantages on their lives over time. This is compounded by the increase in mobility across all phases.

	Our overall attendance in 2023/24 (95%) is above national (93.8%), still however, below the schools' own target of 96%. Our school attendance for PP pupils (94%) is higher than national (88.9%) however, persistent absenteeism (14%) is significantly below national (20.7%). Attendance for **all our pupils** still needs to be maintained and for groups improved which is why whole school attendance and persistent absenteeism remains a focus of this current plan - we know pupils experiencing success in the classroom is key to improving their life chances. This is compounded by the increase in mobility across all phases.

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 and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum (consistently at or above London averages). This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	Reading and writing outcomes in 2026/27 are consistently in line with or above London averages.
Improved maths attainment for disadvantaged pupils at the end of Early Years, KS1 & KS2.	Maths outcomes in 2026/27 are consistently in line with or above the London averages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: • The overall absence rate for all pupils being no more than 4% and there will be **no gap** in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overarching all strategies/activities: Continue to partially fund the Deputy Head out of class role and facilitate opportunities for internal skills sharing/modelling/coaching/collaborative planning with subject leaders, class teachers and liaison with Trust Executive Leaders. Partially fund new to role AHT's to work under the direction of DHT to provide daily opportunities for internal skills sharing/ modelling/ coaching and collaborative planning with subject leaders, class teachers.	Effective whole school positive culture and implementation, focused on ensuring consistently highly effective classroom practice, including daily quality assurance, monitoring and evaluation by high quality leaders is key to the success of this strategy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://evidencebased.education/great-teaching-toolkit-cpd/	All
Continue to fund ongoing high-quality teacher training by Early Excellence	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.	All

Continue to embed high quality adult/child interactions in the early years and across the school Continue to enhance our language rich learning environments	Supporting Communication and Language in the Early Years | Education Endowment Foundation https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel Early Excellence – 'Navigating a sea of Talk' https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/ Professor Julie Fisher – 'Interacting or Interfering' https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project	
Embed well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, think, pair share and explicit vocabulary teaching. Embed collaborative learning strategies to develop children's oracy skills across the curriculum.	How teachers teach is crucial to gaining effective outcomes for children. Strategies such as shared goals, collaborative learning, personalised learning and making explicit links go a long way to creating effective outcomes. Evidence-informed Teaching Strategies – Walkthrus https://www.walkthrus.co.uk/ Collaborative learning **"Understanding is fostered through discussions and collaboration."** - Jerome Bruner	All

High quality training, support and QA focused on: • cold calling • deliberate vocabulary development • talk to your partner and… • think, pair, share • sentence stems • effective use of templates for discussion across the curriculum (ordering, sorting and ranking) • ECASS/ELKLAN training/strategies	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ **https://researchschool.org.uk/aspirer/news/how-oracy-education-gives-confidence-and-a-voice** https://www.oneeducation.co.uk/news-blog/silence-is-not-golden-the-importance-of-improving-oracy https://www.jct.ie/perch/resources/english/classroomtalk-whattheresearchsays.pdf https://researchschool.org.uk/billesley/news/ **https://evidencebased.education/great-teaching-toolkit-cpd/** **https://ecass.org.uk/**	
In reading, continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of children's fluency and comprehension skills High quality training, support and QA for teachers focused on priorities: • Teacher Talk (the teacher modelling their own thinking) and Student Talk to develop fluency and comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Some necessary components for successful metacognition strategies might include: • Explicit teaching of metacognition strategies	All

• Ensure teachers are using the unseen text lesson as an opportunity for further teacher modelling and to support to develop their pace and stamina	• Teachers modelling their own thinking to demonstrate metacognition strategies Why focus on reading fluency? https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency#:~:text=A%20fluent%20reader%20is%20one,those%20resources%20available%20for%20comprehension. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
In writing, continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of high-quality sentence structure High quality training, support, QA and skills sharing for teachers focused on priorities: • Teacher Talk - the teacher modelling their own thinking while modelling writing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation There is some evidence to suggest that disadvantaged pupils are less likely to use meta-cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Some necessary components for successful metacognition strategies might include: • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	All

Fund subject leader and teacher release time to access Maths Hub training/ resources and CPD. Embed the NCETM Mastering Number programme for Reception and KS1 from September 2025, and KS 2 from September 2026 High quality training, support, QA and skills sharing for teachers focused on priorities: • Teacher Talk - the teacher modelling their own thinking while modelling methods • Continue to focus on one method per lesson and ensure consistently simple and effective maths lesson structure	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Some necessary components for successful metacognition strategies might include: • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-mathematical-thinking Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	All

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

Budgeted cost: £112,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions) RWI Leader to provide weekly coaching and training for support staff delivering RWI. Regular External Training led by experienced RWI consultant 3 x a year for staff across the school Additional reading sessions targeted at educationally disadvantaged pupils who require further support (1:1 and group sessions)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support https://www.ruthmiskin.com/programmes/phonics/	All
Run daily catch up interventions for year 3, 4 and 5 pupils targeted at educationally disadvantaged pupils in maths	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	All

	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	

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

Budgeted cost: £ 112,480

Activity	Evidence that supports this approach	
Partially fund the schools' afternoon nurture provision. Provide 1:1 and group counselling/ELSA sessions for vulnerable pupils led by skilled and experienced professionals both within school and externally	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009) Children who attend NG have a significant chance of improving their learning skills including language and literacy skills. There is also an improvement in pupils' behaviour and social skills and they result in a more positive attachment to school. International Journal of Nurture in Education – NurtureUK https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/	All
Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive,	Initial evidence suggests that in trauma informed schools, there is a positive effect on pupils who are more able to reflect on their own feelings and develop more skills relating to self-regulation. This supports and promotes positive mental health for pupils.	

trusting and beneficial relation-ships with all our children and families	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://www.enfield.gov.uk/educationalpsychologyservice/enfield-trauma-informed-practice-in-schools-and-settings	
To provide enrichment activities to support the development of children's Social and Emotional Wellbeing	Children to have opportunities such as access to free Breakfast Club and experiences to build on their cultural capital- trips, stem projects, author visits, projects across the Trust to ensure that the gap between disadvantage and non-disadvantaged pupils resources provision at home is diminished School inspection handbook - GOV.UK (www.gov.uk) Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	
Embed the principles of good practice set out in the DfE's advice and Marc Rowland's publication. Ensure continued high-quality leadership of the attendance team and make excellent use of our highly skilled Trust EWO, Welfare Team and AHT for Inclusion to work with our vulnerable families to break down barriers to improve attendance.	https://www.onecornwall.co.uk/_site/data/publications/attendance_booklet/index.html - Marc Rowland The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	All
Ensure strong leadership of 3 key teams within the school: 1. SEND – Jointly led by AHT Inclusion and SENDCos	The Power of Teams. How to Create and Lead Thriving School Teams – Sam Cromes *The Power of Teams* explores evidence from across sectors, including education, to find out what high-performing teams share, and how we can adapt the most effective teamwork strategies to the unique environment of a school. The book outlines a model of teamwork factors that contribute to	All

2. Safeguarding, behaviour and pastoral – led by DSL 3. Attendance – Led by Associate HT Fleecefield	truly thriving teams, with theory, research, tangible actions for school teams, and a range of expert voices who contribute their experience in case studies. Effective teamwork leads to purpose, belonging, trust, learning, and, ultimately, high performance. When we better understand the nuances of how teams can thrive, we discover the real Power of Teams.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £304, 880

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 2025 to 2026 academic year.

Statutory data indicates that our work using pupil premium funding is having a largely positive impact for our disadvantaged pupils.

Attendance:

Attendance at Brettenham in 2025/26 for all pupils 93.7%, is broadly in line with the figure for PP pupils 93.3% reflecting the work to prioritise the attendance of disadvantaged pupils. This remains higher than the national PP attendance for all children in school which was 89.1%

KS2 SATs

	Key Stage 2 SATs									
	Reading		Writing		Mathematics		GPS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National PP 2026	63%	19%	60%	7%	62%	15%			49%	4%
Brettenham PP 2026	83%	29%	75%	17%	83%	17%	63%	29%	71%	4%
National PP 2025	63%		59%		61%		60%		47%	
Brettenham PP 2025	84%	38%	68%	23%	76%	19%	68%	38%	60%	
National PP 2024	62%		58%		59%		59%		46%	
Brettenham PP 2024	71%		79%		58%		71%		50%	
National PP 2023	60%		58%		59%		59%		44%	
Brettenham PP 2023	72%		78%		72%		72%		61%	

Outcomes for disadvantaged pupils remain strong. In 2026, disadvantaged pupils achieved above national disadvantaged outcomes at the expected standard in reading, writing, mathematics and combined RWM. This builds upon a sustained pattern of strong outcomes over time and reflects the school's continued ambition for disadvantaged pupils to achieve highly.

- Reading remains a significant strength, with 83% of disadvantaged pupils reaching the expected standard in 2026, compared with 63% nationally.
- Strong outcomes are evident in writing, with 75% reaching the expected standard, compared with 60% nationally.
- Mathematics outcomes are particularly strong, with 83% reaching the expected standard, compared with 62% nationally.
- Combined attainment is strong, with 71% of disadvantaged pupils achieving the expected standard in reading, writing and mathematics, compared with 49% nationally.
- Higher attainment is also a strength, with 29% achieving greater depth in reading and 29% achieving the higher standard in GPS.
- Outcomes over time demonstrate sustained strength, with disadvantaged pupils at Brettenham generally achieving above national disadvantaged outcomes across the core subjects.

Early Years Foundation Stage

Disadvantaged pupils achieve strongly in the Early Years.

At the end of Reception in 2026, 60% of Pupil Premium pupils achieved a Good Level of Development (GLD), compared with the published national figure of 51.3% for disadvantaged pupils in 2024/25. This represents attainment 8.7 percentage points above the national disadvantaged figure.

Phonics Screening Check

Disadvantaged pupils achieve exceptionally strong outcomes in phonics.

In 2026, 89% of Pupil Premium pupils passed the Phonics Screening Check, outperforming non-Pupil Premium pupils within the school by 2 percentage points. This was also 22 percentage points above the national disadvantaged figure of 67%, demonstrating the strong outcomes achieved by disadvantaged pupils in early reading.

Multiplication Tables Check

Disadvantaged pupils achieve highly in the Multiplication Tables Check.

Pupil Premium pupils achieved an average score of 24.1, which was 1.7 points higher than non-Pupil Premium pupils within the school. Furthermore, 71% of disadvantaged pupils achieved the maximum score of 25/25, outperforming non-Pupil Premium pupils within the school by 17 percentage points. These outcomes compare very favourably with the national disadvantaged figures of an average score of 19.3 and 37% achieving full marks.

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
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
Mastering Number	Maths Hub
Power of Reading	CLPE
Early Years Training	Early Excellence

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our strategy for *all* our educationally disadvantaged pupils is based on three key principles:

We focus on:

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, governors, external partners and the wider community)
- **The highest expectations of *all* staff and pupils** and a clear and shared understanding of what constitutes high quality classroom practice through our use of words (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions)
- **Leadership at *all* levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – our focus is relentlessly on teaching and learning, because we know that what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils. We are a school that focuses on fewer things and aim to do everything well. We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy, backed by research, and linked to our current priorities.

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, such as working with Edmonton Community Partnership on a whole range of enrichment projects. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we had expected.

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

Finally, as a school, we will focus on keeping things **simple, effective, and enjoyable** for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.