



Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Detail	Data
School name	Alsager Highfields Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24-2026/27 Current year 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Woollam Headteacher
Pupil premium lead	Marianne Dyde Assistant Head
Governor / Trustee lead	Vanessa Howard Governor lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,200
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	£79,200

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we believe it is important to consider the context of the school, and the subsequent challenges faced; the research conducted by the EEF and common barriers to learning for disadvantaged children. Such common barriers can be less support at home where there is weak language and communication skills; lack of confidence in supporting children with their learning; behavioural difficulties, lower aspirations; attendance and punctuality issues and less access to culturally rich experiences. Our intention is that all pupils, irrespective of their background or the varied challenges they face, make good progress and achieve high attainment across all subject areas. The key focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities 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 the 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 benefit the non-disadvantaged pupils in our school. This approach will widen opportunities for all children. Within each intended outcome detailed, is the intention that non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through targeted interventions, we are working to eliminate the challenges towards learning and progress. For all children, our aim is to ensure that they make as much progress as possible, which is then sustained to reach age-related expectation and beyond as they move through the school.

Our strategy is also integral to wider school plans for education recovery, including the targeted support through the National Tutoring Programme for pupils whose education has been affected, including non-disadvantaged pupils.

We use the EEF's Teaching and Learning Toolkit to prioritise areas for development, such as mastery learning (we are part of the North West Maths Hub) and teacher / teaching assistant-led interventions.

Our approach will be responsive to common challenges and individual needs rooted in robust diagnostic assessment and not assumptions. The approaches we have adopted complement each other. Our approach also reflects the increased need to support the social and emotional development, academic progress, access to enrichment opportunities and support for our vulnerable families. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point where 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, being involved in analysis of data and identification of pupils.

School Context: Our school is ranked 2 on the IDACI index. Currently 28% of our pupils are PP and in receipt of FSM (NA is 25%); 26% of our PP Pupils are SEN, with 2% (1 pupil) on EHCP. The school serves a high number of vulnerable families. Children join us from various settings and often join throughout the school year, or from a different starting point other than Reception, therefore the profile of each cohort is not stable and reflects many changes due to in year growth. School leaders review and allocate staffing accordingly to ensure, wherever possible, all pupils needs are well met.

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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest a reduction in phonetical awareness. Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, although there has been a significantly marked improvement last year due to implementation strategies.
3	Assessments, observations, and discussions with pupils and staff indicate that disadvantaged pupils have greater reading difficulty than their peers and that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Data analysis includes those which are SEN pupils.
4	Assessments, observations, and discussions with staff indicate that the process of writing has been negatively affected; a picture which is supported both locally and nationally. This is most notably evident in KS2.
5	Assessments and observations indicate that maths attainment among our disadvantaged pupils is below that of non-disadvantaged. This is most evident in KS2. There has also been a marked impact on the overall attainment of pupils in Y2.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

	Teacher and parental requests for additional support have increased due to the pandemic and increased rising costs of living which includes support for social and emotional needs. These findings are supported by National Studies.
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils; although there has been significant improvement in this area it remains a challenge.</p> <p>Our assessments and observations indicate that absenteeism has a negative impact on both disadvantaged pupils' progress and attainment.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils. (1)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, engagement in collaborative learning opportunities, reading group observations, book scrutiny and ongoing formative assessment.
Improved attainment in phonics. (2)	Phonics outcomes in 2025/2026 continue to show that all disadvantaged pupils (not SEN) achieve at least expected outcomes, if not above with those disadvantaged nationally.
Improved reading attainment among disadvantaged pupils. (3)	Reading outcomes in 2025/26 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain at least in line, if not above with those disadvantaged nationally.
Improved writing attainment for disadvantaged pupils at the end of KS2. (4)	Writing outcomes in 2025/26 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain at least in line, if not above with those disadvantaged nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2. (5)	Maths outcomes in 2025/26 show that gaps in attainment between non-disadvantaged and disadvantaged pupils are reduced. Our disadvantaged pupils (not SEN) attain at least in line, if not above with those disadvantaged nationally.
To achieve and sustain improved wellbeing, supporting social and emotional provision for all pupils in our school, through access to appropriate interventions. (6)	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • Boxall profiles where applicable • Continued increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (7)	Sustained high attendance from 2025/26 shown by an overall attendance of at least 97% among our disadvantaged group of pupils.
To provide financial support for trips, visits, extra-curricular activities, residential, instrumental and uniform provision, along with other school costs to ensure inclusion	Improved wellbeing, social interaction and developed friendships ensuring inclusion for all PP pupils alongside their peers. <ul style="list-style-type: none"> Gather pupil voice and pupil questionnaires

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: £56,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Diagnostic assessment EEF	1, 2, 3, 4, 5,
RWI CPD / RWI Groups Staff, including those new to role, receive on-going training to deliver phonics effectively and embed practice across school, including resources a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Language Embedding activities across the school curriculum which develop pupils' language capabilities. These can support pupils to articulate key ideas, become involved in collaborative learning, develop fluent	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. CPD ensures quality first teaching. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4,

<p>reading and comprehensive skills, consolidating understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training and release time, ensuring CPD in reading is provided through either the English lead, RWI lead or the headteacher to improve teaching and outcomes.</p> <p>Subject leadership time is also funded to allow for vocabulary acquisition to become progressive throughout the curriculum.</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Reading</p> <p>Develop reading across the school. Enhance RWI in R, Y1 and Y2. Ensure provision throughout the school for those who require further phonics intervention.</p> <p>Further develop resources in the library, ensuring access for all classes and material for class reading areas.</p> <p>Purchase of specific RWI Comprehension materials – DfE validated system of reading comprehension with the aim being to reduce the vocabulary gap and therefore improve encoding once they are proficient decoders.</p> <p>Leadership time will also be funded.</p>	<p>Evidence suggests that reading comprehension strategies focus on children's understanding of written text. Children learn a range of techniques which enable them to comprehend the meaning of what they read and enable children to monitor their own comprehension and then identify and resolve difficulties for themselves. This benefits especially our disadvantaged learners. CPD ensures quality first teaching.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>Writing</p> <p>Embedding activities across the school curriculum which develop pupils' language capabilities. These can support pupils to use writing composition strategies through modelling and supported practice. Funded leadership time to support writing.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: CPD ensures quality first teaching</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE recommended schemes and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD for any staff member including those new to school (including Teaching for Mastery training).</p> <p>Purchase of MNP resources</p> <p>Funded Leadership time</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	5
<p>SEMH</p> <p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

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

Budgeted cost: £7,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Intervention and Leadership</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and include provision for the Trust Early Reading Lead to assess and analyse data.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged, including high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Encouraging wider reading and developing reading for pleasure. Purchasing books requested specifically by groups / PP pupils. Quality books for Guided Reading are purchased. Funding for the library is supported.	Evidence suggests that building cultural capital and increased experiences for our disadvantaged children can have a positive impact on outcomes https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	3
Speech and Language Oral language interventions which emphasise the importance of spoken language and verbal interaction in the classroom will support learners' in the use of vocabulary, the articulation of their ideas and spoken expression.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk) Speech and Language interventions take place to increase the proportion of children achieving ELGS in speaking, improvement in phonics awareness and in KS2 rapidly accelerating children's vocabulary acquisition and application. Impact on both reading and writing.	2, 3, 4

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

Budgeted cost: £15,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Nurture groups / ELSA sessions for disadvantaged children.	Targeted interventions which can have positive overall effects on the attainment both academically and socially of our children Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6

<p>Wider Opportunities</p> <p>Improving the opportunities for pupils to engage in enrichment opportunities, developing their lived experiences.</p>	<p>Enrichment opportunities which occur as either part of the curriculum or as extra-curricular activities have been shown to be beneficial for core academic attainment in other areas of the curriculum.</p> <ul style="list-style-type: none"> • Weekly instrument hire and lessons for all • After school clubs or activities, paid for by school, promoting social interaction and support Autumn Term uptake of extra-curricular activities includes 51% of PP children • Breakfast clubs and morning snack and / or a lunchtime club Breakfast club uptake includes 33% of PP children attending currently. • DT workshops being provided after school in conjunction with High School and use of their resources, incorporating food tech, product design, and textiles • Enrichment activity days • Alternative provision • 75% contribution towards cost of school visits, trips, visitors, and residentials • Uniform provision <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>This will ensure the availability and use of an attendance / support officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p>	7
<p>Regular conversations with families where attendance is a concern</p>	<p>Supporting our families where attendance is a concern and can improve thereby improving outcomes for our children. Use of a Family Liaison Officer across the Trust addressing emotional well-being as well as stability for home life and value of education.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £79,742

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 2023 to 2024 academic year.

Teaching Priorities

- Pupil progress meetings were held termly with line manager (HT) and the CT
- Phonics with RWI continued along with the implementation of assessment which enabled identification of specific groups of children. Adults running phonics received training from phonics lead, who in turn received quality phonics support. **RWI programme has had a huge impact in phonics with 97% achieving their phonics. 100% of PP pupils meet the level required in their phonics. In EYFS 79% met EXS in Reading ELG (100% excluding EHCP). In Y2 88% met EXS in Reading with 85% of PP meeting EXS**
- English lead provided support where possible, mentoring, coaching and team-teaching colleagues with dedicated time provided for this. The English lead also met as part of the Trust, along with other English leads, and this culminated in leading the way on an agreed set of TAF's for writing, within each year group which are now utilised across the Trust.
- MNP was implemented for a fourth full academic year. This was supported by provision of CPD for staff through the Maths Hub, Sustaining Mastery Programme and also CPD led by the Maths Lead, alongside coaching, or mentoring in delivery of Maths lessons.
- Sustaining for Mastery attended, and information shared with the rest of staff, including the importance of talk partners and oracy within the maths lesson, the use of the Explore section at the beginning and journalling.
- CPD for MNP was shared amongst staff, through staff meetings and in observing Maths lessons for staff

Targeted Academic Support

- As above with regards to RWI
- Data improvements for reading, writing and maths indicated in the table below.

2023-2024			2023-2024				2023-2024			
EYFS			KS1				KS2			
Reading	WTS	EXS	Reading	WTS	EXS	GDS	Reading	WTS	EXS	GDS
School 2022	6%	94%	School 2022	30%	70%	11%	School 2022	37%	63%	22%
School 2023	19%	81%	School 2023	30%	70%		School 2023	43%	57%	19%
School 2024	21%	79%	School 2024	12%	88%	12%	School 2024	27%	73%	36%
National 2023	24%	76%	National 2023	32%	68%	19%	National 2024	26%	74%	
Writing	WTS	EXS	Writing	WTS	EXS	GDS	Writing	WTS	EXS	GDS
School 2022	19%	81%	School 2022	44%	56%		School 2022	31%	69%	8%
School 2023	33%	67%	School 2023	43%	56%		School 2023	50%	50%	2%
School 2024	21%	79%	School 2024	34%	66%		School 2024	19%	81%	6%
National 2023	29%	71%	National 2023	40%	60%	8%	National 2024	28%	72%	
Maths	WTS	EXS	Maths	WTS	EXS	GDS	Maths	WTS	EXS	GDS
School 2022	22%	78%	School 2022	33%	67%	22%	School 2022	31%	69%	22%
School 2023	30%	70%	School 2023	27%	73%	17%	School 2023	43%	57%	7%
School 2024	21%	79%	School 2024	22%	78%	12%	School 2024	21%	79%	15%
National 2023	22%	78%	National 2023	30%	70%	16%	National 2024	27%	73%	
GLD			Phonics				Combined RWM			
School 2024	67%		School 2024	96%			School 2024	67%		
National 2023	67%		National 2023	79%			National 2024	61%		

- HLTA / TA support was distributed to the classes, identifying those with most need, after identifying those who required 1-1 cover or hours supported through EHCP.
- Speech and Language sessions were successful and visits from SALT confirmed progress of children, some taken off the register and some placed on after concerns were raised.
- Recovery funding utilised for both NTP tutoring as well as 'in-house tutoring' summer term 24 and throughout 23/24
- Recovery money utilised for in-school tutoring for those PP pupils and others below ARE.
- [See summary tables of data across the school for different year groups shown below](#)

EYFS

There are 6 PP pupils in reception. 4/6 have a social worker currently or have had in the past. 1 CP, 2 CIN				
PP – 1 pupil = 17% Non PP – 1 pupil = 6%	Reading	Writing	Maths	GLD
PP	67%	67%	67%	66%
Non PP	82%	76%	82%	64%
Gap	-15	-9	-15	+2
This class has had a stable year with 2 pupils joining, but doing so early in the Autumn term. PP children who didn't meet the ELG in reading have had RWI 1:1 sessions [REDACTED] They have also completed a writing intervention [REDACTED]				

Year 1

There are 8 PP pupils in year 1. 1 is persistently absent.				
PP – 1 pupil = 13% Non PP – 1 pupil = 6%	Phonics	Reading	Writing	Maths
PP	100%	48%	61%	61%
Non PP	94%	70%	76%	88%
Gap	+6	-38%	-15%	-27%
This class has changed significantly since starting school last year with 3 of the 6 EHCP pupils going to specialist settings. We still have 3 pupils with EHCPs in the class, 2 with complex needs. 1 has had specialist provision agreed but is waiting for a place. 1/3 EHCP children are PP. In addition, we have had 4 new pupils into this cohort, 2 joining in Autumn and 2 in Spring. The gap in reading is down to speed and fluency as all passed the PSC, hence the data looking 'unusual' in the trend of reading V writing.				

Year 2

There are 7 PP pupils in year 2.			
PP – 1 pupil = 14% Non PP – 1 pupil = 4%	Reading	Writing	Maths
PP	84%	70%	84%
Non PP	92%	64%	80%
Gap	-8	+6%	+4%
This is our most stable cohort with no additions other than 1. PP pupils in this class have good attendance and have received interventions from the day they started if a gap appeared in any core area. The fact that PP pupils are 'out performing' non PP pupils in some areas is to be celebrated in this class.			

Year 3

There are 13 PP pupils in the year 3 class			
PP – 1 pupil = 8% Non PP – 1 pupil = 6%	Reading	Writing	Maths
PP	72%	64%	80%
Non PP	72%	66%	84%
Gap	=	-2	-4
The gap between PP and non PP in this class is minimal and this needs to be celebrated in this class.			

Year 4

There are 4 PP pupils in the year 4 class. 1 PP child has an EHCP and is EAL, 1 PP is new to school and 1 is a persistent absentee. Because of this, it is hard to draw conclusions for PP children in this class.			
PP – 1 pupil = 25% Non PP – 1 pupil = 3%	Reading	Writing	Maths
PP	25%	25%	50%
Non PP	66%	70%	76%
Gap	-41%	-45%	-26%

Year 5

There are 6 PP pupils in the year 5 class.			
PP – 1 pupil = 17% Non PP – 1 pupil = 4%	Reading	Writing	Maths
PP	85%	68%	50%
Non PP	76%	60%	64%
Gap	+9%	+8%	-14%

Year 6

There are 9 PP pupils in the year 6 class. 3 of the PP children have an EHCP, 1 of which is also EAL and a further 3 sit on the SEN register and 1 of these is a PA. .			
PP – 1 pupil = 11% Non PP – 1 pupil = 4 %	Reading	Writing	Maths
PP		33%	
Non PP		96%	
Gap		-63%	
The gap will be the largest in writing due to the SEN difficulties being fine motor for 3 PP pupils. As spelling was also weak, this has prevented some from achieving EXS in writing. This should not happen again as we have addressed presentation lower down the school and pupils who have been with us from reception should all write clearly unless there is a medical reason why they can't.			

PROGRESS IN WRITING								
	EYFS		Key Stage 1 (Year 2)			Key Stage 2 (Year 6)		
	Not met	Met ELG	WTS	EXS		PKS/WTS	EXS	GDS
School 2022	19%	81%	44%	56%		31%	69%	8%
School 2023	33%	67%	43%	57%		50%	50%	2%
School 2024	21%	79%	34%	66%		18%	82%	6%
National 2023	29%	71%	40%	60%		29%	71%	13%
GLD 2024		67%						
National '23		67%						

Wider Strategies

- Needs of groups of children were identified during pupil progress meetings and during classroom observations noted how these needs were being met or what could be done.
- 75% of costs for residential visits were covered which included a residential run for one night at in Llandudno, and residential run for two nights, one at the Quinta Centre and one on HMS Belfast, London.
- 75% of visits / trips were covered.
- Uniform provision was accessed by all families. New PE uniform was acquired
- Bespoke professional services were accessed by several PP children, including music lessons, extra-curricular provision.
- Resources bought were extended to whole school, all children had access to Doodle, Testbase and Spelling Shed.
- The tables of data shown indicate that early intervention and support has had a significant positive impact on our youngest PP children, with the gap between PP and non-PP being minimal.

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
Sustaining Mastery	Maths Hub
RWI	Ruth Miskin
IDL	IDL
Doodle	Doodle Learning
Testbase	Testbase
Spelling Shed	EdShed
Access Art	Access Art
Sparkyard Music	Sparkyard
PLN	Primary Language Network
Get Set for PE	Get Set 4 PE

Plymouth Science	Plymouth Science
Kapow Schemes Foundation Subjects	Kapow Schemes Foundation Subjects
AR	Renaissance Accelerated Reader
See Saw	See Saw

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

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

- embedding effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising funds for workshops improving access to cultural experiences, visitors to school, visits across the Trust to the High School, raising aspirations for all. Such as Basketball – Paul Sturgess, Britain's Tallest Man; Status Quo – Drumming Workshop

Planning, implementation, and evaluation

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

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, families, students, and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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, 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.