

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and builds upon the successes of last year's pupil premium strategies within our school.

## School overview

Detail	Data
School name	Swanshurst School
Number of pupils in school	1936 1644 in Years 7-11 292 in Post 16
Proportion (%) of pupil premium eligible pupils	815 Pupils (42% of Years 7-11 and 42% including post 16)
Academic year/years that our current pupil premium strategy plan covers ( <b>3year plans are recommended</b> )	
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	M.Dunn
Pupil premium lead	S. Welborn
Governor / Trustee lead	N. Rafiq

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£700,606.00
Recovery premium funding allocation this academic year	£171,396.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£872,002.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that pupil premium students at Swanshurst achieve as well as their non-disadvantaged peers nationally in all subjects. We aim to achieve this by working together to overcome all barriers to our students' success, and not accepting social disadvantage as a predeterminer of any student's life chances.

Our pupil premium strategy will focus on key areas, informed by our specific context at Swanshurst and robust evidence. We are committed to supporting all our students to reach their potential. Quality first teaching delivered by expert practitioners will benefit all students, but will benefit disadvantaged students most of all, therefore this is at the heart of our strategy.

As part of our commitment to supporting our SEND students to achieve outcomes at least in-line with that of their peers, we will ensure PP students with SEND are identified and supported with relevant and evidence-informed interventions.

We will ensure our pupil premium students are at the heart of our catch-up strategy, and that they will benefit from the National Tutoring Programme.

Our strategy plan will focus on improving reading skills, English & Maths GCSE at Grade 5+, student wellbeing, attendance, and uptake of MFL and Separate Sciences at GCSE. We are also committed to pathways provision and improving outcomes for our most able pupil premium students.

Our approach will consider pupil premium students as individuals, as well as providing support for common challenges. We will utilise external evidence, and also our own diagnostic assessments to ensure our actions can be adaptive and proactive wherever possible. We will ensure all stakeholders work together effectively to achieve our intent, and will monitor implementation and impact thoroughly and frequently.

## Challenges

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

Challenge number	Detail of challenge
1	National data, assessments and quality assurance indicates that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This is a barrier to achievement in all subjects. NGRT and CAT4 tests are used by the school to baseline students on entry to Year 7 in the absence of KS2 SATS. This year we are continuing to use NGRT to monitor pupils reading progress. In the academic year 22-23 The % of PP pupils making expected or above progress was 71% which is broadly in line with the progress of all pupils at 73.2%
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures during the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. This resulted in significant knowledge gaps in relation to primary age KS2 expectations, especially in English and Maths, which need to be addressed as priority for our pupils to be able to access secondary curriculum and continue to make progress. Access to technology continues to be a focus to ensure all of our Pupil Premium students have access to technology at home for the completion of homework tasks and independent study.
3	Observations, and other quality assurance suggests our pupil premium students, particularly SEND and HPA, lack the self-regulation and metacognitive strategies many of their non-PP peers have developed. For example, study skills and intrinsic motivation. This is a barrier to their confidence and ability to access the best marks and top end of mark schemes at GCSE. This also affects their ability to access the curriculum. This has been observed in a variety of subjects and has been particularly noticeable since the start of the pandemic.
4	Data and assessments have identified an attainment gap between our PP pupils and their non-PP peers in relation to numbers achieving 4+, 5+, 7+ in English and Maths, a figure that has increased significantly for all post covid. This potentially limits the progression to Level 3 study for PP pupils compared to their non-PP peers.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. Gap headlines for attendance as of Autumn 2023 are 92.9% PP, 95.9% Non-PP compared to 93.7% for all secondary schools nationally. Currently our PP gap is 3%.
6	Of all students opting to study a language at GCSE 35% of Yr10 are PP, the figure is lower than this in Spanish at 32%. This could in part, be attributed to lower prior attainment on entry to secondary school leading to potentially lower levels of ambition and aspiration in our PP cohort. This may impact the confidence of students to follow a modern language route in KS4, as they perceive these subjects as more challenging. These figures need to improve to increase the representation of PP pupils in the MFL cohorts, therefore ensuring that they are provided with the same opportunities that studying a language can bring, as their non—PP peers. Triple Science uptake for PP pupils is also a priority area. Current data shows that PP students make up 36.7% of the Y10 Triple Science cohort and this gap needs to be narrowed to enable PP students to have the same opportunities moving forward as their non-PP peers

## 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 reading comprehension among disadvantaged pupils across KS3 and 4	NGRT demonstrate improved comprehension skills among disadvantaged pupils and a smaller difference between the scores of disadvantaged pupils and their non-disadvantaged peers. Standardised age scores (SAS) for reading will continue to be used in 2023-2024 to show finer detail in reading progression. Teachers will be more confident and proficient in developing reading skills and other aspects of disciplinary literacy in the classroom, to constantly improve and monitor reading comprehension and fluency. A sustained focus on our PP1st culture in all aspects of the reading curriculum will be evident.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>· Impact of pastoral interventions delivered by learning mentor team.</li> </ul> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To ensure that there are no barriers to learning through access to technology.	Disadvantaged students to have access to technology at home and to participate with online learning tasks to the same level as their non-disadvantaged peers.
Improved metacognitive and self-regulatory skills amongst disadvantaged pupils, particularly those who are HPA and more able across all subjects	Observations, book looks and other quality assurance demonstrates disadvantaged students, particularly HPA/more able and are able to monitor and regulate their own learning. This is demonstrated through quality and quantity of homework, confidence in completion of challenge tasks, and preparation for assessments.
Increased number of PP pupils gaining 4+, 5+, 7+ in English and Maths in their final external examinations, closing the gap in comparison to our non PP pupils.	Higher % of PP pupils achieve English and Maths at 4+, 5+, 7+. In turn increasing the Level 3 study rates for our PP pupils in comparison to their non PP peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by aspirational attendance targets of: <ul style="list-style-type: none"> <li>· the overall absence rate for all pupils being no more than 5%, the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced, PP pupils' attendance is higher than all pupils nationally.</li> </ul>

	The percentage of all pupils who are persistently absent being 10% or below. With the gap between our disadvantaged pupils and their peers again being reduced.
Improved uptake of MFL & Triple Science at GCSE amongst PP students	Pathway figures demonstrate a clear positive trajectory as more PP students choose a language at GCSE. This is sustained over time. The number of PP students in the Triple Science cohort is representative of the whole cohort.
Improved participation in all aspects of the wider curriculum	Pupil premium students are considered and invited to participate in all enrichment activities, and any aspect of school life which may be considered to convey cultural capital. Barriers to participation are considered and relevant stakeholders work to overcome them.
Post 16 and post 18 progression - To continue to increase the number of PP students accessing Higher Education courses including University places and apprenticeships.	A focus upon our HPA PP students creating links with St Anne's College, Oxford University to raise motivation and confidence through experience of working with a PhD lecturer at University standard. This will sit alongside all current Pathways projects and links already in place.

## 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 & sits alongside our financial Pupil Premium Strategy document.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £731,034.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NGRT diagnostic reading tests to determine and monitor reading ages	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: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a>	1, 3, 2
Access to a Speech and language therapist. Students receive specialist support to increase the speed of travel towards written and spoken fluency in English.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	4
Additional Teaching Capacity & Support for English & Maths	Increase the teaching capacity in English & Maths, dedicated to supporting all Pupil Premium pupils, with a view to increasing % of Pupil Premium pupils achieving	4

	<p>Grade 5+ (<b>47.8%</b> achieved in 2022/2023, which was an increase of 19% from 2018/2019).</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</a></p>	
Increased Capacity in Pastoral Teams	<p>A Leadership team, Heads of Year, Deputy Heads of Year and Senior Learning Mentors to support, guide and mentor Pupil Premium pupils with challenging behaviour and engage hard to reach parents, with a view to increasing the attendance of our Pupil Premium students and to close the current 2% gap between them and their non-PP peers to reflect the nature of the school's cohort.</p>	5
Additional Pastoral & Professional Support	<p>A team of professionals to provide additional and necessary support, with a view to decreasing the persistent absence of our Pupil Premium pupils to sit in line with their non-PP peers.</p> <p>Learning Mentors in place to support behavioural and emotional needs of pupils through workshops to improve engagement and reduce repeated stints in isolation.</p> <p>Mental Health learning mentor in place to support pupils with their needs to enable them to engage in school and overcome barriers to learning.</p>	5
Improving literacy in all subject areas in-line with the EEF recommendations. Supporting teaching staff to make developing reading skills a central part of what they do as part of a long-term literacy strategy. Reading is a key SIP priority, and written in to all TIPs along with specific targets and outcomes regarding the development of reading material and skills.	<p>Prioritising reading and Disciplinary Literacy through a long-term CPD strategy and providing adequate time for training and resource development will support teachers in delivering high-quality reading material. Developing this priority through a whole-school, long-term literacy strategy will have the most impact.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a></p> <p>A robust approach to direct vocabulary instruction will support development of reading skills.</p> <p><a href="http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk">http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</a></p> <p>Introduction of the new Swanshurst Reading Strategy 2023-2024: All teachers are teachers of reading.</p>	1, 3
Challenge for all students is adopted as a SIP priority, with designated CPD and subject development time. Metacognition is developed as a key strand of this priority. This will involve ongoing teacher training and monitoring.	<p>Developing metacognitive skills is a high-impact, low-cost way of improving outcomes for all. It will therefore benefit pupil premium students most of all.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>The EEF's key findings in the metacognition strand of the Teacher Toolkit states: 'These approaches are more effective when they are applied to challenging tasks</p>	3

	rooted in the usual curriculum content.' This approach will be used to support pupil premium students who are HPA, however all will benefit. These strategies are closely linked to our own Principles of Learning, which are a key focus of staff CPD.	
<p>Additional Learning platforms to support our disadvantaged pupils.</p> <p>Lexia: Use of lexia as a reading intervention tool with LPA/SEND pupils in KS3 and also as a dyslexia diagnostic tool</p> <p>Freckle/Maths box – Maths Support for our LPA/SEND and pupils with dyscalculia in maths lessons and a tool for RAA's to use in supported learning to aid with delivery of Maths by non-specialists.</p>	<p>Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.</p> <p><a href="#">EEF Lexia</a></p>	2
<p>Allocation of DFE devices following diagnosis of need or home learning across all students. Ongoing monitoring of usage to ensure optimum online learning is taking place.</p>	<p>The lack of access to technology has been well documented as a key factor in widening the achievement gap between disadvantaged students and their peers. This had a heightened impact during the pandemic.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	2

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

Budgeted cost: £42,727.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme 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 the pupils who receive tutoring will be disadvantaged, including those who are high attainers &amp; those with SEND.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3,4

<p>3:1 online Easter revision.</p> <p>Focus on underachieving Y11 PP pupils and EBacc subjects.</p> <p>2 one-hour sessions a day for the first week of the Easter break</p>	<p>Our underachieving disadvantaged pupils will receive bespoke tuition to help them revisit and close any gaps in their previous learning, identified by the March PPEs</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,214.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures with a focus on PP SEND students with communication and language needs. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">DFE Attendance Doc</a></p> <p><a href="#">EEF Attendance Interventions</a></p>	<p>4</p>
<p>Mental Health Learning Mentor:</p> <p>Pupils are supported with emotional and mental health issues that create barriers to their learning and personal development.</p> <p>Achieving the School mental Health award.</p> <p>An opportunity for the school to identify its own priorities and areas for development using the framework.</p>	<p>EEF suggests that a focus on wellbeing at Limpsfield School had a direct affect on achievement, communication and independence.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2</p>

<p>Values Days:</p> <p>Staff, alongside external speakers to deliver personal development and safeguarding education during our Values Days. It will cover topics such as CSE, grooming, mental health and wellbeing, prevention of Domestic Abuse for pupils who have experienced this in the home environment, LGBTQ+ speakers and any other dynamic safeguarding topics that pupils may need support to navigate.</p>	<p>PP pupils are guaranteed access to lessons that widen their knowledge and understanding of key Social, Moral, Cultural and health-related issues, so they are fully prepared for the real world.</p>	<p>2</p>
<p>Provide PP students who need it with basic resources and equipment.</p>	<p>If disadvantaged students are not provided with the equipment and resources to enable them to access the curriculum at the same pace as their peers then the gap between outcomes is likely to grow.</p>	
<p>Access to the wider curriculum, extracurricular and enrichment opportunities.</p>	<p>There is a positive impact of approx. 1 month academic achievement through the increase of physical activity. Pupils need access to regular physical activity and outdoor learning experiences for wellbeing and social development.</p>	<p>2</p>
<p>Provide a programme of subsidised trips and visits to support the curriculum and to offer pupils opportunities they would otherwise not participate in.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs of pupils and families. These may include needing to purchase bus passes, school uniform or providing food parcels to families that are suddenly finding themselves in changing circumstances.</p>	<p>All</p>

**Total budgeted cost:** £872,002.00

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2023 PP A8 of 4.69 (A8 all 5.10)      PP P8 of 0.28 (P8 all, 0.43)

2022 PP A8 of 4.77 (A8 all, 5.04).      PP P8 of 0.21 (P8 all, 0.31).

2019 PP A8 of 4.39 (A8 all, 4.75).      PP P8 of 0.27 (P8 all, 0.32).

Attainment data for our PP students has increased by 0.30 in comparison with 2019 data.

In 2023 47.4% of our PP pupils achieved GCSE 5+ in English & Maths, compared to a National 'all' figure of 45%, this remains a key focus of our 2023/2024 Pupil Premium strategy in order to maintain this progress.

69% of our disadvantaged students took a full EBacc in 2022/2023, compared to national 'all' of 39%. Our overall uptake for EBacc is 73% (pp & non-pp students).

NGRT progress data shows that 75.8% of all our Y7 and 80% of all our Y8 pupils made expected or better progress in reading SAS throughout the year. Pleasingly these numbers were closely mirrored by our disadvantaged pupils in Y7 (79%) Y8(75.6%) showing that the current strategy is having impact with all pupils.

Although overall PP attendance (89.60.32%) in 2022-2023 was lower than non-PP attendance by 2%, it was only 0.09% the overall secondary national average of 90.70%. Attendance remains a focus of our current plan with the key aim of closing the gap between PP & non-PP students and reducing persistent absence further from 25.28% to 10% as an aspirational target.

A focus on post 16 pathways for our PP students has seen 73% of our Y13 PP students going to university, with a further 15% of our PP students entering work, training & apprenticeships. NEET figures have seen a slight increase this year, and will continue to be a focus of the strategy moving forwards.

Our school-led tutoring continued throughout 2022-2023. 67% of our Y11 PP pupils received some form of tuition. All pupils made in year progress of 0.32(P8). PP pupils who received tutoring made in year progress of 0.38(P8). The 2023-2024 Strategy will continue with a PP1st focus for tuition.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, an extended Enrichment programme and targeted interventions where required with additional

pastoral support including a mental health learning mentor and school family support worker. These well-being interventions will remain a key focus of the 2023 24 PP strategy.

## 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
Dyson Engineering Box – STEM challenge project	STEM Learning
STEM enrichment presentations / workshops	Science Made Simple
Faraday Challenge Day – STEM	IET
Y7-11 Aspirational Pathways input	Aim Higher, West Midlands
KS4,5 Careers Guidance & support	Social Mobility Foundation
KS4,5 Aspirational Pathways	Sutton Trust
KS4 Careers advice for NHS roles	Medic Mentors
Forward Thinking Programme KS3/4	University of Birmingham
RAISE programme – motivational input for Y8 & Y9	University of Birmingham
Ace your Exams	Elevate
The final Push	Humanutopia

## 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)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity as follows:

- Mental Health Learning Mentor
- Adjustment of our feedback strategy to ensure identification of common misconceptions and other areas for improvement which will inform teaching. All assessment with the exception of PPEs have moved to whole class feedback sheets which allow a more diagnostic approach which will better support PP students.
- Other wellbeing and motivational strategies such as 'Swanshurst Can', run by the pastoral teams. These monitor PP engagement, and PP SEND participation.
- Wider curriculum opportunities and a commitment to providing experiences and access to all. For example, a theatre trip in Yr7, STEM opportunities, participation in The Brilliant Club for HPA PP Y10 students – The cohort for this had increased from 10 to 30 pupils this academic year.
- Extra-curricular clubs which ensure PP are including and consideration has been given to specific barriers that may be faced.
- Thorough process of biannual curriculum reviews. Part of which will monitor PP uptake at GCSE, and how each subject's curriculum is designed to mitigate disadvantage through intent and implementation.
  - 'PP1st' as a whole-school approach. This has been the school culture for a number of years. All stakeholders are expected to consider our PP students first when making decisions which will affect any aspect of their school life.
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### Planning, implementation and evaluation

We have undertaken a thorough evaluation of activity undertaken in previous years to ascertain approaches and strategies which have and have not worked within our context. We have engaged with a broad range of evidence and guidance from the EEF, DfE and our local network of schools to identify the best approaches and identify interventions which are most likely to work in our specific context.

We support our middle leaders through a tailored CPD programme and curriculum reviews, which examine how PP students are supported to achieve at least the same outcomes as their peers through support and intervention. This includes removing barriers to participating in extra-curricular clubs and activities such as school musicals and sports clubs.

We have reviewed the impact of the pandemic on our PP students, and engaged with recent research on the impact of the pandemic on PP students to better understand what measures can be put in place in school.

We have used the EEF implementation guidance to put together a three tier plan to support our PP pupils, which will be reviewed robustly each year and monitored constantly by the SLT PP lead, involving all relevant stakeholders to ensure a fully-informed and holistic approach.

