

Pupil premium strategy statement 25-28: The Coppice Primary School



This statement details our school's use of Pupil Premium (PP) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	688
Proportion (%) of pupil premium eligible pupils	15% (94 Deprivation Index pupils) (108 including LAC)
Academic years that our current pupil premium strategy plan covers	September 2025 – September 2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Billy Hutt (HT)
Pupil premium lead	Billy Hutt (HT) & Lindsey Ashwell (DHT)
Governor / Trustee lead	Kathryn Byng (Chair of Trustees)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,410.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£142,410.00
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent:

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. As a school, we strongly feel that these challenges, and the 'label' of 'Pupil Premium' should never limit our expectations of what a pupil can achieve. We are therefore committed to meeting all of our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the Pupil Premium is valued, respected and entitled to access all of the opportunities that those without socio-economic disadvantage can. As a result, we aim to ensure that 'no child has their talents and abilities left undiscovered' during their time with us.

Evidence from the Educational Endowment Foundation (EEF) shows that school leaders are best placed to assess their pupils' needs and use the Pupil Premium Grant (PPG) funding to improve attainment and reduce educational inequality, drawing on evidence of effective practice. It is up to the leaders in our school to decide how best to spend the pupil premium funding in a way that makes the biggest possible difference for pupils from disadvantaged backgrounds.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across three areas: High quality teaching (which all of the evidence clearly shows has the biggest, positive effect on socio-economically disadvantaged pupils i.e. the Teacher is the intervention), Targeted academic support e.g. structured interventions, and Wider strategies e.g. those designed to improve pupil attendance.

We believe in maximising the use of the Pupil Premium Grant by creating a strategy that is primarily aligned to our School Development Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements. However, we have also identified other key areas currently not included in the SDP, which we know will positively impact all pupils in our school in terms of their progress and attainment, including those pupils who are identified as Pupil Premium.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate our budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and mental health barriers
- Ensuring that the PPG reaches the pupils who need it most.

Non-eligible pupils:

The School does not have to spend our Pupil Premium so it solely benefits eligible pupils. We also use it to support other pupils with identified needs. For example, those pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Evidence shows that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, this will inevitably benefit all non-eligible pupils as well.

Academically able pupils:

Pupil Premium funding is not allocated based on academic ability. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils therefore receive just as much focus as less academically able pupils.

Pupil premium plus:

Pupil Premium Plus is funding to help improve the attainment of looked-after children and previously looked-after children. As with pupil premium, it is not a personal budget for individual children.

Children who are looked after by the local authority:

For looked-after children, pupil premium plus is managed by each local authority's Virtual School Head for the purpose of supporting their educational attainment, progress and enrichment. Our Deputy DSL works with the Virtual School Heads to ensure that pupil premium plus for looked after children in our school is used to meet the needs identified in their personal education plans.

Local authorities are expected to release these payments as soon as possible to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.

Pupils who were previously looked after by the local authority.

Pupil premium plus for previously looked-after children is managed by the child's school, alongside their pupil premium funding. The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how the school uses its funding to support these children.

Our Pupil Premium Leaders (Headteacher and Deputy Headteacher) and Deputy DSL together:

- ensure adoptive parents and guardians are aware that they can declare their child eligible for pupil premium plus and works with them in deciding how the funding should be used
- consult with the Virtual School Head on how to use the funding effectively, where appropriate
- are the main contacts for queries about the use of pupil premium plus

Challenges:

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

Challenge number	Detail of challenge
1 Attendance of pupils in receipt of PP is not in line with all other groups of pupils.	We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2% – 3% lower than for non-disadvantaged pupils (see table below). 27 – 37 % of disadvantaged pupils have been 'persistently absent' compared to 11 - 12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2 An increase in the numbers of children with poor speech and language skills.	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. Currently, at The Coppice, we have 46 children who have a recognised speech and language need. This represents 36.8% of our SEND caseload, with the National percentage standing at 25.5%. Our caseload has been recognised by Worcestershire NHS as one of the highest amongst schools in Worcestershire.
3 Improving Reading attainment for disadvantaged pupils at the end of KS2.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. On entry to Reception class in the last 3 years, between 43 - 66% of our disadvantaged pupils arrive below age-related expectations compared to 25 - 44% of other pupils. This gap narrows but remains significant to the end of KS2.
4 Writing attainment on entry to our school remains lower for disadvantaged pupils compared to all others	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 3 years, between 40% - 53% of our disadvantaged pupils arrive below age-related expectations compared to 32 - 40% of other pupils. This gap narrows but remains significant to the end of KS2.

5 Improving maths attainment for disadvantaged pupils at the end of KS2.	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p> <p>On entry to Reception class in the last 3 years, between 33% - 53% of our disadvantaged pupils arrive below age-related expectations compared to 16% - 33% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
6 We have seen a significant increase in the numbers of children with a social or emotional need generally in school – a number of these are PP pupils.	<p>We fully recognise that children must be ready to learn by ensuring that their personal, social and emotional and developmental needs are met. Nationally, there has been a significant increase in the number of pupils with social and emotional needs that impact on their learning and we have seen this at The Coppice too.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and Teacher referrals for Thrive support remain relatively high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions.</p>
7 A significant proportion of PP pupils have a 'double-disadvantage' of also having a SEN diagnosis.	<p>A significant number of pupils have: communication, interaction and language difficulties; Literacy (reading and writing) difficulties; and numeracy difficulties as a result of having special educational needs.</p> <p>29.7% (30 pupils) of our 108 pupils in receipt of pupil premium have identified special educational needs and 13% (14 pupils) have been, or are, under the care of the Local Authority.</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
To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none">the overall unauthorised absence rate for all pupils being no more than 3.8% (Local Authority target based on DfE attendance data), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	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, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils to ensure that they are at least in line with those of their peers in school and that they are on track to make or exceed expected progress.	KS2 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils to ensure that they are at least in line with those of their peers in school and that they are on track to make or exceed expected progress.	KS2 writing outcomes in 2027/28 show that more than 65% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils to ensure that they are at least in line with those of their peers in school and that they are on track to make or exceed expected progress.	KS2 maths outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none">-qualitative data from student voice, student and parent surveys and teacher observations-a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>Improved attainment and progress for all pupils who are Pupil Premium and SEN across all areas of: communication, interaction and language difficulties; Literacy (reading and writing) difficulties; and numeracy difficulties, as a result of having special educational needs.</p>	<p>Outcomes in 2027/28 show that more than 75% of disadvantaged pupils who also had SEN have made rapid progress according to their starting points.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£44,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure early identification of SALT needs and early language intervention requirements through employment of an NHS trained Speech Therapist to work directly with children and also work with staff regarding the on-going planning for weekly interventions that need to be carried out.</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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>2 & 7</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase The Nuffield Early Language Screener and resources for all Early Years pupils: Nursery, Reception and Key Stage 1 and fund ongoing teacher training and release time to administer this.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>2 & 7</p>
<p>Purchase of Voice 21 Oracy subscription.</p>	<p>There is a strong evidence base that suggests oral language programmes, including dialogic activities such as high-quality classroom discussion, are</p>	

	<p>inexpensive to implement with high impacts on reading, writing and communication:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	2
<p>Continued investment in the Kinetic Letters Handwriting Programme.</p> <p>https://www.kineticletters.com/</p> <p>Purchase of Essential Writing Scheme from Herts for Learning (HfL) for Reception through to Year 6 to replace the previous Talk for Writing approach.</p> <p>https://www.hfleducation.org/school-improvement/primary/english/essential-writing</p> <p>This scheme has a much greater link to high-quality texts and also has authentic organisation and purpose at its heart.</p>	<p>The new DfE Writing Framework (July 2025):</p> <p>https://www.gov.uk/government/publications/the-writing-framework</p> <p>makes it clear that for children to learn to write successfully in Reception, they first need to receive high quality explicit handwriting instruction and are taught transcription skills which focusses on the quality rather than the quantity of the writing.</p> <p>As they progress through the school, children need to draw on high quality texts that are linked to their writing and compose texts that have a real audience and purpose in order to be motivated by the writing process. This is evidenced within the following EEF guidance reports.</p> <p>https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	4

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

Budgeted cost: £32,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional morning phonics sessions (8.30 – 9.00) run by teachers targeted at disadvantaged pupils who require further phonics support.	<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 Teaching and Learning Toolkit EEF</p>	3
<p>One to one and small group maths tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.</p> <p>Purchase of Third Space Learning Maths AI (Artificial Intelligence) Tutoring programme for Years 4 – 6.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	5
Interventions led by both Teacher and TA, Programme of interventions for the class/Year Group to be developed by the Class Teacher/Year Leader.	<p>EEF evidence states that: "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year where teaching assistants deliver targeted interventions to individual pupils or small groups.</p> <p>In the most positive examples, it is likely that support and training will have been provided for both teachers and teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons.</p> <p>It is vital that teaching support from Teaching Assistants does not replace the high-quality teaching from Teacher which low-attaining pupils and those with SEN require to make rapid progress.</p>	3,4,5

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Our school continues to employ its own Education Welfare Officer (EWO) who actively engages with families to encourage and support good attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Further 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. This will involve continuing to invest in our Thrive social and emotional programme and staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	6
Continued investment in our Outdoor Play and Learning (OPAL) Playtime and Lunchtime initiative.	Considerable proven benefits have been gained from participating in the OPAL Primary Programme. These include: All OPAL schools report significant increases in children's joy and happiness in school. This is reported by the children themselves and the adults who care for them. https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/	1 & 6

<p>Financial support for enrichment activities and wider learning support – residential trip, sports clubs, music lessons.</p>	<ul style="list-style-type: none"> • EEF Working with Parents to Support Children's Learning • EEF Arts Participation + 3 months impact • EEF Physical Activity + 1 month impact <p>Ensuring all children have access to enrichment activities, which often are prohibitively expensive for our disadvantaged children, has a positive impact on their wellbeing, engagement and attendance. Our aim is to 'leave no talent undiscovered' during a child's time with us.</p>	<p>1,6</p>
<p>Educational Psychologist SLA</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools + 4 months impact</p> <ul style="list-style-type: none"> • EEF Working with Parents to Support Children's Learning • EEF Behaviour Interventions + 4 months impact • EEF Parental Engagement + 4 months 	<p>1,6</p>

Total budgeted cost: £142,410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of our previous pupil premium strategy plan. Our assessment of how successfully the intended outcomes of that plan were met is outlined below. We have analysed the performance of our school's disadvantaged pupils during the previous three academic years, and have drawn upon:

- Data from the previous academic year's national assessments and qualifications.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

Our Pupil Premium outcomes for the last three years are as follows:

FSM6 Attendance Improvement:

School Year	Whole school cohort (Y1-Y6)	School attendance (Y1-Y6)	National attendance (Y1-Y6)	School FSM6 Cohort (Y1-Y6)	School FSM6 attendance (Y1-Y6)	National FSM6 (Y1-Y6)	In school gap between the whole school (Y1-Y6) and FSM6 (Y1-Y6)	National gap between whole school (Y1-6) and FSM6 (Y1-6)	Comparison between National FSM6 gap and in- school FSM6 gap (Y1-Y6)
2024/25	524	95.5%	94.9%	90	92.2%	92.6%	3.3%	2.3%	1.0%
2023/24	548	95.4%	94.5%	90	91.6%	92.0%	3.8%	2.5%	1.3%
2022/23	541	94.6%	94.1%	90	90.2%	91.6%	4.4%	2.5%	1.9%

Persistently absent pupils:

School Year	Whole school cohort (Y1-Y6)	School PA attendance (Y1-Y6)	National PA attendance (Y1-Y6)	School FSM6 Cohort (Y1-Y6)	School FSM6 PA attendance (Y1-Y6)	National FSM6 PA (Y1-Y6)	In school gap between the whole school PA(Y1-Y6) and FSM6 PA (Y1-Y6)	National gap between whole school PA (Y1-6) and FSM6 PA (Y1-6)	Comparison between PA National gap and in-school PA gap (Y1-Y6)
2024/25	524	12.7%	14.3%	90	31.1%	24.4%	18.4%	10.1%	8.3%
2023/24	548	11.3%	14.6%	90	27.8%	27.1%	16.5%	12.5%	4.0%
2022/23	541	12.0%	16.2%	90	37.8%	29.3%	25.8%	13.1%	12.7%

Key Performance Measures for Disadvantaged Pupils:

School Year	EYFS FSM6 pupils at expected standard for Reading on entry to Reception	Key Stage 2 Disadvantaged pupils at expected standard in Reading	EYFS FSM6 pupils at expected standard for Writing on entry to Reception	Key Stage 2 Disadvantaged pupils at expected standard in Writing	EYFS FSM6 pupils at expected standard for Maths on entry to Reception	Key Stage 2 Disadvantaged pupils at expected standard in Maths
2024/25	5/15 pupils (33%) on track	18/21 pupils (86%) National: 63%	7/15 pupils (47%) on track	14/21 pupils (67%) National: 59%	7/15 pupils (47%) on track	16/21 pupils (76%) National: 61%
2023/24	6/15 pupils (40%) on track	9/16 pupils (56%) National: 62%	9/15 pupils (60%) on track	8/16 pupils (50%) National: 58%	10/15 pupils (66%) on track	13/16 pupils (81%) National: 59%
2022/23	8/14 pupils (57%) on track	10/16 pupils (63%) National: 60%	8/14 pupils (57%) on track	7/16 pupils (44%) National: 58%	8/14 pupils (57%) on track	8/16 pupils (50%) National: 59%

*The Coppice 3 year average for Disadvantaged pupils in Reading is 70% compared to 62% National figure. This places us as 'Above' in the Department for Education's Inspector Dashboard.

*The Coppice 3 year average for Disadvantaged pupils in Writing is 55% compared to 59% National figure. This places us as 'Close to Average' with a narrowing gap trend in the Department for Education's Inspector Dashboard.

*The Coppice 3 year average for Disadvantaged pupils in Maths is 70% compared to 60% National figure. This places us as 'Above' in the DfE Inspector Dashboard.

Analysis of the data demonstrates that the following conclusions can be drawn:

Attendance for disadvantaged pupils at The Coppice continues to improve overall and key gaps are narrowing. Although this is the case, we need to continue to narrow the gap for those Disadvantaged pupils who are persistently absent. This will therefore continue to be a key area of focus.

Disadvantaged pupils at The Coppice exceed national comparative data at KS2 in Reading and Maths when compared with disadvantaged pupils nationally and are in line with national figures in Writing. Through our change of writing programme at The Coppice, our aim is to ensure more disadvantaged pupils exceed national expectations moving forward. Disadvantaged outcomes at the end of Key Stage 2 for the last two years show how our programme is positively impacting pupils from their entry to Reception to when they finish Key Stage 2.

Monitoring evidences quality first teaching; wave 2 and wave 3 interventions were designed to meet the needs of disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. This all evidences the positive impact of pastoral interventions and family support and highlights next steps and further support needed, particularly with attendance.

Based on all the information above, the performance of our disadvantaged pupils meets and, in some cases, exceeds expectations, and we are at present on course to achieve the outcomes we set out to achieve as stated in the 'Intended Outcomes' section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further Information section below provides more details about our planning, implementation, and evaluation processes.

Our evaluation of the approaches delivered over the last three years indicates that we would highlight the following aspects of our strategy that our analysis found to be particularly effective/less effective: attendance improvement, academic achievement and the social and emotional wellbeing of our pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

Additional activity:

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

- Embedding more effective practice around feedback. EEF evidence demonstrates significant benefits, particularly for disadvantaged pupils.
- Carrying out a whole-school mental health audit using the online audit tool provided as part of the DfE Mental Health Training. This audit will further develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. It will also highlight where further training is required for staff.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation:

In planning our new PP 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, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also took part in the Worcestershire EEF-funded Disadvantaged programme which enabled us to engage with and learn from schools local to us with high-performing disadvantaged pupils to learn from their approach. Being part of this programme has greatly shaped our thinking moving forward.

We looked at several 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 utilised the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to 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 even better outcomes for pupils.