

Pupil premium strategy statement – St Anne’s Catholic Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carmel Martin
Pupil premium lead	Carmel Martin
Governor / Trustee lead	Sarah Whelan

Funding overview

Detail	Amount
Pupil premium funding allocation 2025-2026	£59,200
Pupil premium funding carried forward from previous years	£0

Part A: Pupil premium strategy plan

Statement of intent

We believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our Reaching for the Stars groups for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>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.</i></p>
2	<p><i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.</i></p> <p>On entry to Reception class in the last 2024-2025 year, between 33% of our disadvantaged pupils arrive below age-related expectations compared to 66% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
3	<p><i>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</i></p> <p>On entry to Reception class in the last 2024-2025 year, between 33% of our disadvantaged pupils arrive below age-related expectations compared to 66% of other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 21 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (4 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>Our attendance data over the last 2024-2025 year indicates that attendance among disadvantaged pupils has been between 4-5% lower than for non-disadvantaged pupils.</p> <p>32% of disadvantaged pupils have been 'persistently absent' compared to 1.5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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.	<p><i>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</i></p> <p><i>It will also be evident through the termly Neli assessments after those requiring intervention.</i></p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in behaviour incidents including bullying. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

To ensure a strong start to school for disadvantaged EYFS pupils

GLD will show that 85% of disadvantaged pupils have met ARE at the end of EYFS.

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: **£13, 157**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support a strong start in EYFS for disadvantaged pupils	EYFS evidence store - EEF evidence specific to EYFS development	1, 2, 3, 4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF EEF report on CPD for teachers	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase phonic decodable books for KS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF#	2

<p>Subscription of reading scheme- Master readers</p> <p>Purchased NESSY (Dyslexia screening and reading/ spelling intervention)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF evidence on pre-phonics activities and literacy specific to EYFS</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time (Wellcomm and Neli).</p> <p>Purchase Widget to support including the EAL package</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>EEF report on Dialogic Teaching</p> <p>New report into Metacognition and Self -Regulated Learning, Primary Version</p>	1
<p>Continue to update a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p> <p>Purchased Rocket phonic intervention resources and books across the school.</p> <p>Phonics intervention groups.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for</p>	3

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>EEF evidence on EYFS mathematics</p>	
<p>Quality first teaching supported by coaching system- Step lab Renewal of Steplab subscription for all staff.</p>	<p>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving. – CfBT, Lofthouse, Leat and Towler</p>	<p>1,2,3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchased New Ten Ten PSHE/ RSE scheme.</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): Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4</p>

<p>Ten Ten: PSHE scheme to be used throughout the school for weekly 'Well-Being Wednesday' sessions.</p> <p>Zones of Regulation to be revised and put into place and updated staff training undertaken.</p>		
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p> <p>Purchased Master readers- focus on vocabulary.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 2 and 3 vocabulary. (EEF Communication and language approaches- high impact)</p>	<p>1,2</p>
<p>Computing scheme purchased (Purple Mash) and technology updated (ICT suite computers updated) so that technology is available for remote learning for those pupils who do not have digital technology at home. Digital technology enhances the teaching and learning in all year groups - on going licence</p>	<p>(EEF toolkit Digital technology Moderate impact for moderate cost)</p>	<p>1,2,3</p>
<p>Partnership with MAT specialists - Tom Holloway (Science) and Charlotte Cala (Art/DT)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Primary science teaching trust. Science lead is released once a term as well as all staff receiving high quality CPD from Tom Holloway</p>	<p>4</p>
<p>Management training (with LDPE) for Senior Leadership Team</p>	<p>High quality staff CPD is essential to follow EEF principles. SLT support to implement of strategies across the school.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £22, 352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme (Wellcomm and Neli) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills..</p> <p>Purchase reading and spelling programme NESSY</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 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Phonics intervention groups across the school for the children that did not pass the KS1 phonics screening.</p> <p>Phonics tracker- daily practice of unknown sounds and HFW</p> <p>Same day intervention for pupils falling behind as identified through our phonics scheme 'Rising Stars' and TRACKS support.</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>	<p>1,2</p>
<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</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

<p>who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Number sense maths intervention for EYFS and KS1. All teaching assistants released 3 x per week to implement targeted early maths support. First class at number and switch on release time (training and resources)</p>	<p>Evidence from the Education Endowment Foundation shows that explicitly teaching early mathematics problem-solving—when combined with other strategies—significantly supports young children's maths development, especially those from lower-income backgrounds. Key effective practices include thinking aloud, using manipulatives or drawings to model strategies, providing reminders, and breaking problems into manageable steps through scaffolding.</p> <p>EEF Early Mathematics</p>	<p>3</p>
<p>Adults to read with key PPG pupils on a regular basis. Reading conferences to encourage a love of reading and support book choices. Purchased Rocket Phonics KS2 decodable books for PP and lowest 20% Adults to use phonics tracker to monitor and practice unknown words and HFW</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>
<p>Planned support for pupils transitioning into primary school from nursey and home through additional support in the EYFS as well as extended opportunities for home visits.</p>	<p>Historically there has been widespread international attention directed at transitions in ECE, within research and policy. In England the provision of support to children and families through experiences of 17 transition has been consistently highlighted as vital in multiple government</p>	<p>1,2</p>

<p>Extra transition groups for year 6 moving to secondary school. Rainbow groups Year 6 children.</p>	<p>documents such as the Allen Report (Allen, 2011) and the Special Educational Needs (SEN) & Disability Green Paper (DfE, 2011). More recently, the Special Educational Needs and Disability (SEND) code of practice (DfE, 2014) emphasised the importance of engaging in an integrated approach to supporting “better transitions between life stages and settings, including from early years to primary education” (p.48) https://orca.cardiff.ac.uk/124065/1/ThesisSimsD EdPsy.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22, 411

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF supporting attendance toolkit</p>	5
<p>Contingency fund for acute issues (school trips, uniform, resources, wrap around care, school clubs).</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>	5
<p>Home School Link Worker, School Counsellor and ELSA provision</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and</p>	5

	<p>mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF</p>	
Daily fruit	<p>KS1 children were given a daily piece of fruit during the year. This had a positive impact on the children's wellbeing and overall health</p>	5
Pupils get priority in choosing after school clubs and free places.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5
A member of SLT employed to focus on PPG pupils	<p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	1-5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and training staff on the new behaviour policy.	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £57, 920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	
<p><i>Improved oral language skills and vocabulary among disadvantaged pupils.</i></p>	<p><u>2024-2025</u></p> <p>In Reception, 95% (57) of pupils achieved the expected standard for listening, attention and understanding, 100% of pupil premium pupils achieved the early learning goals for LA & U. In Speaking, 95% (57) of pupils achieved the expected standard for, 100% of pupil premium pupils achieved the early learning goals.</p> <p>In reception, 95% (57) pupils achieved the expected standard for speaking, 100% of pupil premium pupils achieved the early learning goal for speaking. For comprehension, 54 pupils (90%) achieved the early learning goal. 84% of pupil premium pupils met the expected standard for comprehension in early years.</p> <p>In Year 6, 85% of pupils achieved the expected standard in reading. 75% of pupil premium achieved the expected standard. In maths, 85% of pupils achieved the expected standard with 75% of pupil premium achieving the expected standard. In writing, 86.7% of pupils achieved the expected standard with 75% of pupil premium children achieving the expected standard.</p> <p>In September 2024, 21% (13) of pupils were highlighted as needing communication and language support (NELI). By July 2025, 5% (3) of pupils were highlighted as needing communication and language support (NELI).</p>
<p><i>Improved reading attainment among disadvantaged pupils.</i></p>	<p><u>2024/2025</u></p> <p>In reception, 90% of pupils achieved the expected standard for comprehension. 80% of pupil premium children achieved the expected standard for comprehension. 85% of pupils achieved the expected standard for word reading with 60% of pupil premium children achieving the expected standard.</p> <p>In Year 6, 85% of pupils achieved the expected standard in reading. 75% of pupil premium achieved the expected standard. 88% of pupils met the expected standard in their phonics with 60% of pupil premium children meeting the expected standard in phonics in Year 1.</p>

		% of pupils below ARE in reading at the end of KS2	% of pupils below ARE in reading at the end of KS2
		24-25	23-24
	All pupils	10%	11.5%
	Disadvantage	12.5%	16.7%
	Not disadvantage	9.6%	10.9%

<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<u>2024/25 Maths at the end of KS2</u>		
		<u>% of pupils below ARE in maths at the end of KS2 (Y6)</u>	
		Aut 1(8 PP pupils)	Sum 2(8 PP pupils)
	All pupils	27.9%	11.7%
	Disadvantage	33%	12.5%
	Not disadvantage	23.7%	11.5%

<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i> <i>To strengthen relationships between school and home.</i>	<u>2024-2025 outcomes</u>
	In the academic year 2024/2025, 27 children received ELSA support. Out of these children, 18 of them made progress with their emotional targets and were able to end their ELSA sessions. Those that did not make progress, or needed to continue with ELSA, had longstanding, more deep-rooted issues. Some also needed alternative intervention – two of the children who had ELSA support in 2024/2025, went on to see the school counsellor. During 2024/2025, 6 children benefitted from seeing the school counsellor on a one-to-one basis, with four of these children making progress because of their sessions. We also offered 6 children group sessions with an ELSA where they had Lego therapy. Two Rainbow groups ran, one focused on loss/bereavement and one on mental health and wellbeing. One of the children who attended this group, has gone onto the receive ELSA sessions as their needs persisted and they required more targeted support.

There were a variety of extracurricular clubs available to all children including but not limited to, Football, Chess, Art, Choir, Netball, Taekwon-Do, Tennis, Gymnastics and Multisport. 42 out of 43 disadvantaged pupils attended an extra curricular club.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	2024/25			
	Attendance	Authorised	Unauthorised	PA
All	97	2	1	6
Disadvantage	94	2	5	22
Disadvantage (minus minority group)	96	1	2	15
Not disadvantage	97	2	1	3

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupils achieve strongly across all areas, with particularly high outcomes in the early years. In Reception, 95% of pupils met the expected standards in listening, attention, understanding and speaking, with all pupil premium pupils achieving the early learning goals. Comprehension was slightly lower at 90%, and 84% of pupil premium pupils met the expected standard.

By Year 6, attainment remained consistently strong: 85% achieved the expected standard in reading and maths, and 86.7% in writing, while 75% of pupil premium pupils met the expected standard across all three subjects.

There was also a significant reduction in communication and language needs, with NELI support decreasing from 21% of pupils in September 2024 to 5% by July 2025.

To help us gauge the performance of our disadvantaged pupils we compared their end of key stage results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know 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).

The data demonstrates that from 2021/22 to 2023/24 we have closed the gap by 17% in reading and we have closed the gap by 11% in maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our disadvantaged children have higher rates of persistent absence than non-disadvantaged children. Their well-being is also lower and they receive a significant amount of emotional support. Our Home School Link Worker works very closely with these families to ensure that support is given when needed.

Based on all the information above, the performance of our disadvantaged pupils meets expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we are narrowing the gap between our disadvantaged and non-disadvantaged children. We are proud of what is on offer for our disadvantaged children and we strive to continue to close the gap even further.

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.

Externally provided programmes

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

Programme	Provider
StepLab Coaching Programme	Steplab
Rainbows bereavement programme	Rainbowsgb.org / Arundel and Brighton Diocese

Other information (optional)

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 on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.
 - Deployment of a Pastoral Support Worker
 - Instructional Coaching to raise standards in Teaching and Learning

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 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 used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.