

Pupil premium strategy statement – Wanstead High School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data |
|---|------------------------------|
| Number of pupils in school | 1435 |
| Proportion (%) of pupil premium eligible pupils | 17.98% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-26 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed - interim | September 2026 |
| Statement authorised by | Emma Hillman, Headteacher |
| Pupil Premium lead | Zeeshan Ali - AHT |
| Governor / Trustee lead | Andrew Higgins |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 225,750 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £ 0 |
| Total budget for this academic year <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> | £ 225,750 |

Part A: Pupil premium strategy plan

Statement of intent

We continue to recognise that the progress and attainment of pupils eligible for Pupil Premium funding serve as a benchmark of our success at Wanstead High School and we ensure all staff are aware of the need to serve our disadvantaged community and ensure the best outcomes and KPIs for this group. Pupils eligible for Pupil Premium funding represent a diverse and non-homogeneous group, each with unique needs. We have made excellent progress with narrowing the gap over the last two years and need to ensure this becomes the norm.

At Wanstead High School, we implement a strategy of bespoke interventions to ensure all our disadvantaged pupils thrive, as well as developing a culture of no opt-out. Our message to staff and parents/carers is clear: all pupils, regardless of their background or the challenges they face, are expected to make excellent progress and achieve high attainment across the curriculum, as well as attending school behaving well and being happy and safe. We are committed to providing them with unparalleled opportunities, ensuring they are not limited by their circumstances.

This message is communicated annually through multiple channels, including regular briefings, staff CPD, and training and a commitment to 'knowing your class' and pupils. A rigorous Annual Review process ensures that all leaders and postholders reflect on their accountability and data is robustly analysed. All staff understand their responsibility for the outcomes of our disadvantaged cohort and are dedicated to raising expectations of what these pupils can achieve.

A significant improvement over previous years is the increased sense of urgency in our strategy. We now frequently monitor the impact of our actions at a number of levels to ensure that gaps in academic outcomes and opportunities are closing—and that this progress is sustained. Quality assurance always includes a focus on groups of disadvantaged pupils.

Our core strategy is to ensure consistently high-quality, first-wave teaching for all pupils eligible for Pupil Premium funding. Research shows that high-quality teaching has the greatest impact on closing the attainment gap for disadvantaged pupils, while also improving outcomes for all learners.

Challenging misconceptions and adaptive teaching, including feedback and marking, remain key whole-school priorities, and all teachers are expected to embed these elements into every lesson. In 2025–27, we will place a particular focus (in line with Ofsted feedback) on addressing misconceptions more effectively during lessons, ensuring that pupils receive timely and precise feedback that supports deeper understanding and sustained progress.

Additionally, our disadvantaged pupils are prioritised for both academic and pastoral interventions, particularly in exam groups. From the moment they join the school, these pupils are offered extra resources, and this money has been disseminated to departments. This has given departments greater autonomy by streamlining the process and allowing departments to access funding without delay. We also allocate Chromebooks to pupils who may not have access to technology at home, as well as remove other barriers to technology or learning.

We have used UpLearn to support our Year 12 and Year 13 learners. Previously, we were not able to effectively monitor its impact. To address this, we allocated a responsibility point to a member of staff to oversee its use. However, due to staff absence, this monitoring has not been as consistent as intended.

In terms of enrichment opportunities, we have ensured that disadvantaged pupils are supported both in terms of access and financial assistance for extracurricular activities, including trips and clubs. Practical support, such as free lockers, are also provided to help ease any financial barriers. While we are under pressure to close the gaps for the current Year 11 and 13 cohorts, we remain focused on implementing strategies for younger pupils to ensure that gaps are addressed from the moment they enter the school.

We look to increase opportunities for disadvantaged pupils at key transition points and all pupils receive a personalised interview for options and priority for any over-subscribed subjects. If pupils wish to stay on in the Sixth Form, we will be flexible, where appropriate, with entry grades. Pupils who are interested in an Oxbridge Pathway have been identified for a focused tutor group and this has included ensuring a proportion of disadvantaged pupils prioritised

Challenges

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

| Challenge number | Detail of challenge |
|--|--|
| 1 - Current School Data Context | <p>In terms of progress measures, Disadvantaged pupils' progress was at 0.13 (gap 0.14) in 2023-24 and, at the end of 2024-25, our internal data indicates that this currently stands at 1.44 (gap 0.11) demonstrating the sustained impact of the development work during the year. We have already seen a significant reduction in gaps across all progress elements, with some core areas showing remarkable improvement.</p> <p>In English, the Progress 8 score continues to make an upward trajectory and the current gap has closed from -0.06 to -0.02. The gap in 'other' elements has decreased from -0.15 to 0.16. The EBacc element has improved from last year and is now above national expectations and the gap is now 0.2.</p> <p>This data clearly indicates that our focused efforts on supporting disadvantaged pupils have yielded a positive shift towards closing gaps, reflecting progress against our targets.</p> <p>The challenge now is to sustain this improvement and ensure this is the picture is reflected in next year's internal data and in all curriculum areas.</p> |
| 2 - Closing the Gap in Science and sustain progress in Maths | <p>2023 Data (disadvantaged vs all) - Maths - Progress Gap: -0.48; Science Combined - Progress Gap: -0.2; Biology: -0.49, Chemistry: -0.62; Physics: -0.92.</p> <p>2024 Data (disadvantaged vs all)– Maths – Progress Gap: -0.01; Science Combined – Progress Gap: -0.02; Biology: 0, Chemistry: -0.18; Physics: -0.18</p> <p>2025 Data (disadvantaged vs all)– Maths – Progress Gap: 0.02; Science Combined – Progress Gap: -0.24; Biology: -0.07, Chemistry: 1.38; Physics: 1.16</p> <p>The data suggests that the maths progress gap remained consistent, with marginal improvement. The Science data suggests work is still needed in some disciplines.</p> |

| | |
|---------------------------------------|--|
| | <p>Work needs to take place to sustain these outcomes and continue to make better progress for all pupils, with a focus on disadvantaged, across science. The quality of education is not yet consistent for all pupils but there is a change of leadership and a new curriculum in place which will impact outcomes for all pupils.</p> |
| 3 - Improving the Quality of Teaching | <p>This ties in with the whole school drive to improve the quality of teaching and learning via the whole-school CPD programme, an emphasis on evidence informed teaching and opportunities for teachers to grow via appraisal, line management, lesson visits, Go and See sessions and Walk Thrus- a coaching guide which offers a range of strategies for developing pedagogical practice in schools. All of the strategies contained within Teaching WALKTHRU are rooted in research.</p> <p>Where possible, we aim to reduce class size in core subjects especially at Key Stage 3 and have introduced a nurture group in 2025-26.</p> |
| 4 - Pathways/ Curriculum | <p>A corollary to the lower attainment at Key Stage 4 is that many disadvantaged pupils do not progress to the school's A Level only academic sixth form provision. The Head of Sixth Form has implemented a strategy to ensure that the IAG and enrolment processes in Year 11 support our disadvantaged pupils, such as targeted post 16 guidance meetings. These pupils are supported with additional mentoring in the Sixth Form and, in the future, there will be further analysis of pathways post 18, as well as a drive to identify ambitious and HAP in Key Stage 3 and earlier in Key Stage 4 to ensure opportunities that lead to success. We continue to reconsider our careers provision to potentially bring this in-house to enable more autonomy over the service.</p> |
| 5 - Resources | <p>There has been significant investment in the IT suites during 2024–25. Although this has improved the overall experience for all pupils, we have also increased the number of Chromebooks available across departments. The aim is to support pupils who may not have access to such technology at home. We have ensured that all disadvantaged pupils now have access to a Chromebook, and we continue to prioritise this for each new cohort to ensure this challenge is addressed. This commitment will be clearly highlighted in the school's Digital Strategy 2023–2028.</p> |
| 6 - SEMH/Behaviour | <p>Increasing numbers of pupils arriving in Year 7 or as mid term admissions with more complex SEMH needs and no previous support or substantial support. Pupils have more complex needs and less resources than in previous years - meaning a requirement for staff training and development around specific needs and conditions.</p> <p>Increasing numbers of pupils with school based anxiety and mental health needs that impact regular attendance which in turn can impact engagement and behaviour for learning.</p> <p>The rate of suspension across our PP cohort remains lower than non PP - and we remain committed to ensure that this remains the case.</p> <ul style="list-style-type: none"> ● Autumn 23 PP Rate 0.95 Non PP Rate 1.97 ● Autumn 24 PP Rate 0.48 Non PP Rate 0.61 ● Autumn 25 PP Rate 0.27 Non PP Rate 0.54 |
| 7 - Literacy | <p>Assessment of Year 7 pupils on entry in Autumn 2025 shows only a marginal difference in attainment between disadvantaged and non-disadvantaged pupils, with many disadvantaged pupils demonstrating reading ages above the national average. In the 2025–26 cohort, approximately 16% of pupils were disadvantaged and only 1.6% had a reading age below the national average.</p> |

Despite this positive starting position, PP funding continues to be directed towards literacy in order to sustain progress, close any emerging gaps, and support pupils who require additional challenge or intervention.

A whole-school literacy strategy is in place alongside targeted support for struggling readers and pupils with SEND. This approach proved successful last year and includes evidence-based interventions such as Lexonik Advance.

8 - Attendance

The data continues to show disparities in attendance and absence among PP and non PP.

Attendance for Pupil Premium pupils is 90.7%, significantly below the 94.5% seen in Non-Pupil Premium peers, and persistent absence is notably high at 34%.

At the end of the academic year 24-25 the absence rate of disadvantaged pupils was 11.73 compared to 7.3% amongst pupils who were not eligible. We are using the EEF Guidance on attendance PP pupils to review and plan out our offer and actions in tackling this ongoing concern.

In response, PP pupils are prioritised for targeted interventions, with Heads of Year maintaining caseloads of individual pupils to monitor and support. Recent strategies include pupil voice workshops for pupils who were persistently absent, where pupils explored the link between attendance, attainment, and future earnings. Discussions revealed barriers such as low motivation and attending school primarily to satisfy parents, while pupils identified actionable motivators like consistent feedback across subjects and clearer career pathways. These insights underline the need for personalised approaches that address both academic engagement and future aspirations to reduce absence and improve outcomes.

Other interventions and strategies have included home visits, parent meeting and attendance contracts with our EWO, Session absence phone calls and referrals to other services and school based early help such as the well-being provision.

We are also using the Education Endowment Fund School Attendance Planning and reflection tool to help guide our work and strategy in relation to tackling the link between socio economic disadvantage and school attendance. Their recommendations are 1. Build a holistic understanding of pupils and families and diagnose specific needs 2. Build a culture of community and belonging for pupils 3. Communicate effectively with families 4. Improve universal provision for all pupils 5. Deliver Targeted interventions to supplement universal provision

Current figures of Autumn 1 2025

| | # | Attendance | Absence | Unauthorised | Authorised | Persistent Absence |
|--------------------------|------|------------|---------|--------------|------------|--------------------|
| Pupil Premium | 261 | 90.7% | 9.3% | 4.45% | 4.83% | 34% |
| Non-Pupil Premium | 1179 | 94.52% | 5.48% | 3.61% | 1.84% | 14% |

Overview of current actions and provisions to raise attendance

| EEF Recommend approaches | What do we do? |
|--|--|
| 1. Build a holistic understanding of pupils and families and diagnose specific needs | <ul style="list-style-type: none"> • Systematic and robust tracking of attendance data at a forensic level. Individual and cohort. • Tracking and monitoring of support and intervention for individual pupils • Home visits, parent phone calls, parent meetings pupil voice to identify factors and barriers affecting the attendance and punctuality of key groups • Information sharing and advice from other professionals e.g. MHST, CAMHS, SENDATS <p>EBI – Collating and building a picture of common issues and themes within key groups and across them</p> |
| 2. Build a culture of community and belonging for pupils | <ul style="list-style-type: none"> • Hemisphere training for ALL STAFF – racial literacy to consider bias and unconscious bias and how that may be affecting different ethnic minorities at Wanstead (Nov 25) • Character policy and curriculum implementation – including celebrating other cultures and characteristics, raising awareness of specific discriminations • Pupil Leadership • UNICEF Rights Respecting Award • Wanstead House System and competition <p>EBI – Fully implement the programme and track impact. Better use of pupil voice to ensure helpful data gathered but to ensure pupils feel voice is valued and meaningful</p> |
| 3. Communicate effectively with families | <ul style="list-style-type: none"> • Regular letters to parents/carers – individual and all re attendance and punctuality. Reaching out to offer support • Attendance presentation at each Parent Information evening <p>EBI – Communication with families with language barriers, update website and greater use of mediums such as social media platforms</p> |
| 4. Improve universal provision for all pupils | <ul style="list-style-type: none"> • Each Year group has dedicated assemblies re the importance of being present and positive outcomes linked to regular attendance • Recognition of regular and improved attendance in achievement assemblies • Staff training and briefings on attendance and how they can promote regular attendance within their role <p>EBI – High profile system of achievement rewards linked to attendance calendar – communication of attendance initiatives and attendance curriculum</p> |
| 5. Deliver targeted interventions to supplement universal provision | <ul style="list-style-type: none"> • SENDATS referrals • Well - I Being Provision and support • Home Tuition service referrals • MHST EBSA Support • Internal support – Counsellor, Learning Mentor, ELSA <p>EFI – Greater use of targeted group support and intervention by pastoral team e.g. Link between attendance and attainment.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and runs alongside our 2025-27 SDP.

| Intended outcome | Success criteria |
|--|--|
| Continued narrowing the gap for improved attainment and progress across the curriculum among disadvantaged pupils by the end of Key Stage 4. | <p>2025-26 outcomes will demonstrate that disadvantaged pupils can achieve:</p> <p>Broadly in line or exceeding with the national average for non-disadvantaged pupils achieving 4 + and 5+ in English and Maths.</p> <p>A progress gap of less than 0.2 for both disadvantaged vs all and disadvantaged vs non-disadvantaged.</p> <p>Sustained increased progress and attainment.</p> |
| Improved retention of disadvantaged Wanstead High School pupils in our post-16 provision and increased focus on ambitious choices for Year 9 pupils, including the EBacc route | By 2025-26, the proportion of disadvantaged pupils at post 16 will be approximately equivalent to the proportion from the intake year group. i.e., The Year 11 2025-26 proportion should be broadly equivalent to the Year 12 2024-25 proportion. We aim that by 2025-26, there is negligible difference between EBacc entry and any difference between standard and strong passes reduced to below 10%. |
| Improved access to IT equipment for all disadvantaged pupils | Each year, barriers to learning caused by insufficient IT equipment at home will be reduced. This will be measured through pupil and parent surveys, as well as evident through improved outcomes. |
| To achieve and sustain improved behaviour and wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing and engagement in the school community by 2025-26 demonstrated by: A reduction in KPIs for suspensions and increase in overall attendance for PP pupils from previous year. A continued increase in participation in enrichment activities among disadvantaged pupils |
| Improved reading comprehension among disadvantaged pupils across KS3. | <p>By 2025-2026:</p> <ul style="list-style-type: none"> Reading comprehension tests demonstrate the proportion of pupils with reading ages below the expected age-related standard reduces as they progress through the school. <p>Further to this, the average scaled score for disadvantaged pupils will have improved.</p> |
| To achieve and sustain improved attendance for our disadvantaged pupils. | Median attendance for disadvantaged pupils will be above PP National average, across year groups 7-11 and within 5% percentage point of our nondisadvantaged pupils in Year 11 a reduction in |

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. This is a continuation from 2023-24 as this has had significant impact on outcomes and should be further embedded.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Develop a whole-school in-class intervention strategy to support all pupils that are underachieving in lessons – this includes challenging misconceptions, questioning, literacy and marking and feedback. | High quality teaching is the most important lever schools have to improve school outcomes. Developing high quality strategies for supporting pupils that are underachieving is part of this. High Quality Teaching EEF | 1, 2, 3, 5 |
| Develop a more robust system of appraisal to support a culture of development through CPD and effective line management based on coaching principles. | Evidence shows that high-quality, targeted and personalised CPD can improve outcomes: Effective Professional Development EEF | 1, 3 |
| Develop and embed a whole-school literacy strategy to improve disciplinary literacy and reading comprehension across all subjects in the school, including intervention as necessary. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Reading Comprehension Strategies EEF | 1, 3, 4, 7 |
| Ensure that whole-school CPD is targeted toward areas of need among the staff body. | High quality teaching is the most important lever schools have to improve school outcomes. Developing staff pedagogy and overall efficacy supports this. High Quality Teaching EEF | 1, 3, 4, 5, 7 |
| Provide additional resources to staff on request to support teaching and learning. | Departments are able to enrich their teaching and learning offer with additional resources. School Planning Support EEF | 1,3, 4, 5 |

| | | |
|---|--|---------|
| Invest in reading development programmes to support pupils who are below age-related expectations. | Reading comprehension is heavily linked with attainment. Reading Comprehension EEF word-gap.pdf (oup.com.cn) | 1, 2, 7 |
| Invest in software such as Class Charts and Edulink to ensure staff can identify pupils and access other documents such as pupil passports and also to improve communication with parents | Staff need to be able to identify and target pupils in class as well as increase communication with families | 1, 3, 7 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure that all in-school intervention programmes prioritise disadvantaged pupils where appropriate. | In-school evidence of our interventions have shown these to have impact and prioritising disadvantaged pupils will help to promote attainment and progress for this group of pupils. | 1, 2, 3, 4 |
| Engage with post 16 pupils to ensure that disadvantaged pupils across the attainment range have access to academic tutoring. | 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 and in small groups. One-to-one tuition EEF Small group tuition EEF | 1, 2 |
| Establish a mentoring programme for disadvantaged pupils at post 16 as well as a pathway tutor group to support Oxbridge and Russell Group pathways | Evidence shows that mentoring for pupils from disadvantaged backgrounds can improve non-academic outcomes such as attitudes to school, attendance and behaviour. Mentoring EEF | 1, 2, 4, 6 |
| Establish at least one parental workshop/Information Evening for Year 11 pupils | Communication with families and strong relationships has an impact on outcomes | 1, 2, 4, 6 |

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

Budgeted cost: £195, 750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide laptops to pupils that do not have access to IT equipment at home, as well as increase Chrome Book access in school. | Pupils require resources and IT access to access homework. The EEF suggests homework can have high impact on outcomes: Homework EEF | 1, 2, 3 |
| Support disadvantaged pupils with funding to access arts participations e.g. music/dance/LAMDA lessons. | Arts participation is intrinsically valuable and our own research suggested disadvantaged pupils were significantly under-represented in our extra-curricular arts clubs. There is also some evidence to suggest it can benefit engagement and outcomes in other subjects: Arts Participation EEF | 1, 5, 7 |
| Provide disadvantaged pupils with revision materials or removal of obstacles to learning such as revision books and flash cards for all of their GCSE courses, lockers etc. | Anecdotal evidence suggests many of our disadvantaged pupils do not have access to the same variety of independent learning resources as their peers. | 1,2 |
| Offer a range of SEMH interventions for targeted pupils, many of whom are disadvantaged. | Being able to effectively manage emotions is beneficial to the well-being of young people. There is also evidence this can have a positive impact on academic outcomes. Social and emotional learning EEF | 5 |
| Provide disadvantaged pupils with financial support to ensure equity of access to extra-curricular trips and activities. E.g. Duke of Edinburgh. | Extra-curricular trips have intrinsic value and enable "Education with Character" – the school's motto. Our own research shows that disadvantaged pupils were not proportionately represented on trips and extra-curricular activities. | |
| Embed well-being room and AP to reduce number of suspensions and increase attendance including continued employment of PSMs and a Learning Mentor and Well-Being Supervisor | An increase in our provision for pupils with SEMH needs or poor attendance will impact on disadvantaged pupils | |

Total budgeted cost: £ 225,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Under the new leadership there has been a clear focus since September 2022 to ensure we close gaps and promote progress of disadvantaged pupils our new aim is to sustain this rapid improvement.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 4 performance data.

Key Stage 4 exam data and our internal assessments suggest that we have continued to make progress in this area and the progress and attainment of the school's disadvantaged pupils in 2024/25 exceeds national expectations. Our goal would be to ensure sustained outcomes and ensure gaps in individual areas and disciplines are addressed.

In terms of progress measures, our internal data suggest that we have seen a continued reduction in gaps across most elements in 2024-25, with some core areas showing improvement, which has been sustained. Disadvantaged pupils' progress was -0.50 in 2022-23 (gap 0.75), in 2023-24 (gap 0.13) and currently stands at a gap of 0.11 showing the impact of the development work during the year. We have seen sustained the reduction in gaps across most progress elements, with some core areas showing improvement.

In English, the Progress 8 score continues to make an upward trajectory and the current gap has closed from -0.06 to -0.02. The gap in Maths has almost entirely closed, shifting from -0.06 to 0.02. Additionally, the gap in other elements has decreased from -0.15 to 0.06.

The EBacc element has improved from last year and is now above national expectations and the gap is now 0.2.

This data clearly indicates that our focused efforts on supporting disadvantaged pupils have yielded a positive shift towards closing gaps, reflecting progress against our targets. Within our cohort of disadvantaged pupils, we carefully ensured these pupils are supported those who would benefit most from a targeted intervention programme. We closely monitored attendance and actively addressed any absences, engaging with pupils and their families to ensure their participation in a blended learning approach. Resources were prepared well in advance, and pupils consistently demonstrated their understanding in sessions with tutors. While the Basics (English and Maths) attainment for these pupils was below that of all pupils, this was anticipated given their lower starting points at KS2. However, the Progress 8 score for these pupils in 2024-25 shows that we have successfully closed the progress gap between all pupils and those supported through additional intervention.

Across Science, there is further work required in order to sustain improve on the outcomes and continue to make better progress for all pupils, with a focus on disadvantaged. The quality of education is not yet consistent for all pupils but there is new leadership and a new curriculum in place which will impact outcomes for all pupils. Most importantly, the Science progress score has been reduced, reflecting a significant narrowing of the gap.

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 |
|------------------|--|
| Mentoring | In House / Evolve and Adapt / |
| SALT | Speech Therapy Services |
| EP Service | Aspire Educational Psychology Services |

Further information (optional)

Our pupil premium strategy will be supplemented by additional funding and other areas of the SIP. That will include:

- embedding more effective practice around challenge and feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring all stakeholders - including Governors - understand our strategy by providing clear information about the support disadvantaged pupils will receive. Governors will be robust about their challenge. The SIP provides further clarity.
- Ensuring Annual Review and data analysis focus on outcomes of these key groups
- utilising support from external agencies such as Evolve and Adapt
- ensuring primary-secondary transition highlights the challenges our new intake have faced before they come to the school
- continuous recognition and challenge of unconscious bias
- visiting of other schools with excellent practice.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, pupils 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 school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies 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 a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our two-year strategy and will adjust our plan over time to secure better outcomes for pupils.