

Pupil Premium Strategy Statement

King Edward VI School Lichfield

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail			Data
School name			King Edward VI School
Number of pupils in school			Total number of students: 1643 (years 7 – 13) 1260 (years 7-11)
Year	PP Students	% of PP students in year group	
Year 7	39	16	
Year 8	42	16	
Year 9	45	18	
Year 10	43	17	
Year 11	42	17	
Proportion (%) of pupil premium eligible pupils			17% (210 of 1260)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)			2023-2026
Date this statement was published			December 2023
Date on which it will be reviewed			December 2024
Statement authorised by			Ms Jane Rutherford
Pupil premium lead			Mrs Laura Hurn & Zoe Love
Governor / Trustee lead			Mr Jeff Quantrill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,880
Recovery premium funding allocation this academic year	£21,330 (£10,665 from DfE)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At King Edward VI School we want to provide the best possible education and personal development opportunities for all our students. We know that disadvantaged children generally face additional challenges in reaching their potential at school and we therefore aim to reduce barriers that these vulnerable young people face so that they have the same opportunities as students who are not disadvantaged. Each child is an individual and our provision for and intervention with Pupil Premium students is targeted to address their individual barriers to learning and achievement.

Our Pupil Premium strategy statement has been devised following careful diagnostic assessment to identify the main challenges faced by disadvantaged children at King Edward School. Our strategy is based on the Education Endowment Foundation's (EEF) principles. This is a tiered approach:

Tier 1 – High quality Learning and Teaching

High quality teaching is proven to have the greatest impact on closing the attainment gap. Our curriculum is carefully planned and sequenced to provide regular opportunities for knowledge recall, development of literacy skills and opportunities for cultural capital regardless of the subject area. We ensure that all students are supported (and appropriately challenged) by the work set.

Tier 2 – Targeted academic support

Assessment data is carefully interrogated to ensure that we intervene early and appropriately. Additional staffing capacity in English, Maths and Science is planned carefully to enable us to target students who may need additional support to catch up. Our Sixth Form academic mentors receive training to support them in their vital peer mentoring role and they will be deployed in the first instance to work alongside our disadvantaged students.

Tier 3 – Wider strategies. These are non-academic challenges that pupils are facing that can negatively affecting their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- social and emotional challenges
- wellbeing and mental health
- access to technology and educational materials
- high mobility

We ensure that all students (and particularly our disadvantaged students) can access a wide number of opportunities available at our school such as Duke of Edinburgh, extra-curricular PE, music lessons and clubs, Gifted and Talented club and many, many more. These are essential opportunities that raise aspirations, build confidence, and provide opportunities for success. We monitor carefully the uptake of opportunities for our disadvantaged students, remove financial barriers (where applicable) and tutors conduct termly one to one learning conversations with disadvantaged students to identify individual barriers and enable participation in wider school opportunities.

Our strategy is reviewed formally annually. The evaluation of individual strategies deployed is an on-going process.

Challenges

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

Challenge number	Detail of challenge			
1	Literacy skills and reading comprehension of students eligible for PP are lower than for other students. This impacts their progress in all subjects.			
	Year Group	Average Reading Age in Year 7	Average Reading age for PP students in Y7	Average Reading age for non-PP students
	7	13 yrs 11 months	12 yrs 9 months	14 yrs 2 months
	8	13 yrs 9 months	12 yrs 10 months	13 yrs 11 months
	9	13 yrs 10 months	13 yrs 5 months	14 yrs 0 months
	10	13 yrs 8 months	12 yrs 6 months	13 yrs 10 months
11	14 yrs 0 months	12 yrs 11 months	14 yrs 2 months	
2	Attendance of disadvantaged students to school is historically lower than their non-disadvantaged counterparts. This negatively impacts disadvantaged students' progress.			
3	Behaviour - disadvantaged students are more likely to receive a higher number of negative behaviour points, higher suspensions, and isolations.			
4	Gaps in knowledge and understanding due to lower attendance or lack of home support/parental engagement.			
5	Well-being: discussions with students and contact with families have identified social and emotional worries for many students. This includes low self-esteem, anxiety. Our evidence identifies that this is particularly the case for our disadvantaged students.			
6	Our observations and discussions with students show that disadvantaged students are more likely to lack independent learning and organisational skills .			
7	Aspiration: Discussions with students and families have revealed a lack of aspiration and fewer opportunities. This is often related to not being able to see beyond their current circumstance/social status.			

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 attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>2024/2025 outcomes demonstrate that progress for disadvantaged students is in line with the progress of other students, including E/M 4 and 5+, Attainment 8 and Progress 8.</p> <p>Intervention strategies in English, Maths and Science and robust and focus primarily on disadvantaged students.</p> <p>Metacognition and independent learning strategies as identified in the Quality of Education plan are widely implemented.</p> <p>An increased number of disadvantaged students meet the entry requirements for sixth form.</p> <p>Peer tutoring builds confidence for KS3 students.</p>
Curriculum aspirations for disadvantaged students are high whilst maintaining a focus on supporting individual needs	To ensure a broad, balanced, and aspirational curriculum to support disadvantaged students in next steps. Continue to increase the number of disadvantaged students meeting the sixth form entry requirements.
Improved overall attendance figures for disadvantaged students	Gap in attendance rates continue to close between disadvantaged students and their non-disadvantaged counterparts. Reduction in unauthorised absences and persistent absenteeism for disadvantaged students in line with their non-disadvantaged counterparts.
High levels of progress in literacy, reading and comprehension for all pupils eligible for PP	Improved literacy and comprehension skills among disadvantaged students. This will be demonstrated through internal assessments and national exams.
PP students receive targeted guidance, support and mentoring to ensure equality of progress and attainment in lessons and opportunity and participation in the wider school life	Increase in participation of wider school and enrichment opportunities, particularly amongst disadvantaged students. Examples include School Council, PE clubs etc.
PP students are supported in their endeavours to catch up on gaps in learning via the Recovery Curriculum.	PP students are prioritised for catch up initiatives through additional capacity in English, Maths and Science. Evaluation of interventions demonstrates positive impact.
Wellbeing for all pupils, including those who are disadvantaged is improved.	<p>King Edward VI School builds on the work of the Wellbeing Award for Schools.</p> <p>All students have access to support in line with their level of need.</p> <p>Paceful approach and emotion coaching strategies are used to support all students but especially those who are classed as vulnerable.</p> <p>We regularly review student need via our inclusion meetings ensuring timely interventions for individuals.</p> <p>Data from student voice (well-being surveys, School council, My Concern data) shows higher levels of wellbeing by 2024 – particularly for disadvantaged students.</p>

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 and learning - Budgeted cost: £ £74,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for middle leaders, teachers and LSAs</p> <p>Middle leader training on:</p> <p>Effective curriculum design and implementation.</p> <p>Rosenshine’s principles and using these effectively in the classroom.</p> <p>The use of metacognition and other strategies to improve attainment.</p> <p>Effective quality assurance, including a focus on Pupil Premium students in lesson observations, learning walks and work scrutinies.</p> <p>Whole school literacy focus prioritising ‘disciplinary literacy across the curriculum’ through calendared CPD time for all teaching staff.</p> <p>Teachers supported through training and reflection time to provide targeted vocabulary instruction in every subject, prioritising the teaching of Tier 2 and 3 vocabulary.</p> <p>Bursary for Independent learning to research best practice both nationally and within school related to metacognition and self-regulated learning. Aim to share ideas and strategies through briefing notes and staff CPD sessions to build confidence</p>	<p>Effective Professional Development EEF</p> <p>Rosenshine's Principles in Action Book</p> <p>This approach is following the tiered model recommended in the EEFs Guide to Pupil Premium. High quality teaching and learning.</p> <p>Education Endowment Foundation - Metacognition</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ 1. High-quality teaching EEF</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Review: Closing the Reading Gap by Alex Quigley</p> <p>Research indicates that disadvantaged students have lower reading ages and confidence than their non-PP peers.</p> <p>The EEF toolkit indicates metacognition and self-regulation approaches can provide +7 months additional progress. There is some evidence to suggest that disadvantaged students are less likely to use metacognitive and self-regulatory strategies without being explicitly taught some of these strategies.</p>	<p>1,4,6</p>

<p>and use of metacognition with all students.</p> <p>Assemblies and tutor activities to raise the profile and understanding of metacognition.</p> <p>Training for the use of Go4schools.</p>	<p>To improve the tracking all monitoring of students' academic and behaviour data. This will enable earlier interventions for our disadvantaged students.</p>	
<p>Appraisal objectives for all Teachers to include a focus on progress and using GO4Schools to track and intervene. A second objective should link to the implementation of Literacy and Metacognition strategies following the Quality of Education plan.</p>	<p>See above – link to EEF guidance on literacy and metacognition.</p>	1,4,6
<p>Quality Assurance measures focuses on monitoring the most vulnerable.</p>	<p>Learning walks, work scrutinies and student voice activities routinely include a focus on our most vulnerable learners.</p>	1,3,4,6
<p>Purchase of standardised diagnostic assessments.</p>	<p>English Department to purchase and use a testing system that will take a more forensic look at the skill levels of our Y7 students. This will enable more targeted interventions e.g. improving comprehension, use of phonics, etc.</p>	1,4
<p>Class sizes – Using the PP to enable us to keep average class sizes down: KS3 Average 27 students per class, KS4 Average 24 students.</p>	<p>Reducing class size EEF</p>	1,4,5,6
<p>Purchase of T&L packages / resources: English – Accelerated reader & Bedrock, trial of Sparx reader with year 7 and 10. Languages – Kerboodle Science - Kerboodle Maths - Sparks & Active Learn</p>	<p>Digital Literacy Curriculum Bedrock Learning Sparks Maths Pearson Active Learn Kerboodle: Secondary Online Learning Oxford University Press Accelerated Reading Program Renaissance</p>	1,4,6
<p>Programme of activities to support engagement with the library and reading for pleasure: accelerated reading programme for all year 8 students; induction lessons and A_Z of reading programme for all year 7.</p>	<p>Reading Improves Teenagers Vocab Whatever Their Background Say Researchers</p> <p>Last academic year 45 PP students took part in Bookbuzz 22/23, 29 made progress and 4 remained the same. 755 books have been borrowed by PP students across the school during the year.</p>	1,5

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

Budgeted cost: £41,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and growth of our Learning Hub to support the need of individual learners to provide access for 25 periods out of 25 periods per week.	Mentoring EEF Student voice and parental feedback showed a positive impact use of the Learning hub and subsequent support had for those students who accessed it.	1,2,3,4,5,6
To support our disadvantaged students via the homework club which is staffed by a member of the Learning Support Team 5 days per week. – Early intervention to support organisation.	Homework EEF Homework Logs now included in Learning Conversations, Form Tutors to advise pupils and ALs of those who need to attend.	1,4,6
Academic mentoring. Selected sixth form students to complete mentoring training and provide subject specific peer mentoring for Year 7 and 8 students identified as needing support.	Peer tutoring EEF	1,3,4,6
Year 7 pupil premium students to receive a book from the Bookbuzz collection and follow up activities with the school librarian. Book Trust - Boo Buzz.	Reading comprehension strategies EEF Education Endowment Foundation - Accelerated Reader	1,4
Prioritise disadvantaged students for our English, Maths and Science intervention programme. Overstaffing in core subjects to enable intervention timetable.	Small group tuition EEF One to one tuition EEF	4,6
English and Maths small group sessions at Kingshill house. Where necessary adjustments are made to student curriculums to provide additional Maths and English support – This is though KS3 and KS4. Curriculum support is timetabled.	Collaborative learning approaches EEF Small group tuition EEF	1,4,6
Access to resources and opportunities, e.g., revision materials, textbooks, food ingredients and trips/visits.	To remove barriers to learning and support individual learning needs FSM get books/revisions guides automatically for Core subjects. Other areas parents can apply and will be granted support. ZZL has equipment to be handed out to all PP if needed. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	4,5

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

Budgeted cost: £29,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - improved capacity through additional administration support. This will enable our attendance office to co-ordinate early interventions to improve the attendance for our disadvantaged students. (See attendance strategy).	Working together to improve school attendance Attendance interventions rapid evidence assessment EEF ALs now have focused mentoring sessions with at risk attendance pupils 80-90%.	2,4
Praise system to celebrate successes and improve parental engagement for our disadvantaged students.	Impact of Praise on Behaviour Texts go directly home to inform of Gold awards as well as Certificates given out by tutors. Gold & Platinum rewards are also included in Learning Conversations to give Tutors an additional praise opportunity. Termly Celebration assemblies	3,4
Pupil Premium Co-ordinator to work alongside the Guidance Team and oversee the progress, attainment, and personal development of our Disadvantaged students.	Additional capacity and support to create opportunities, monitor engagement and champion our disadvantaged Students.	1,2,3,4,5,6
Wellbeing action plan embedded following accreditation of the Well-being Award for Schools.	WAS - Wellbeing Award for Schools AwardPlace	5
Staff CPD to help support the behaviour, wellbeing and attendance of all students, most notably our disadvantaged students. <ul style="list-style-type: none"> - Trauma aware and a PACEful approach - Emotion coaching - Restorative practice 	Improving Behaviour in Schools EEF	3,5,6
Extracurricular opportunities. We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour attendance and aspiration. These include: <ul style="list-style-type: none"> - Duke of Edinburgh - A range of PE clubs and fixtures - School council - Peer mentoring - G&T club 	EEF - Arts Participation D of E Yr 11 22-23 4/77 were pp: 5% compared to 17% as a year group. Year/School Council Overall PP of 14.6% compared to 17% as a whole school. Year 10 have best representation of 25%.	2,5

<p>- Music tuition</p> <p>Where there is a cost for these opportunities, they are funded for pupil premium students. Places reserved for PP students on the Duke of Edinburgh Award scheme.</p>		
<p>Alternative provision and work placements e.g., Bridge placement and Eagles Nest.</p>	<p>Investigative Research into Alternative Provision</p>	<p>2,5</p>
<p>Student support mentoring.</p>	<p>Mentoring EEF</p> <p>Improving Behaviour in Schools EEF</p> <p>Challenge partners report</p>	<p>2,3,5</p>
<p>Systems in place to for appropriate information, Advice and Guidance to ensure that disadvantaged students are on appropriate, aspirational pathways. Disadvantaged students are prioritised for careers appointments.</p>	<p>Of the 22 PP students in last year's Y11; 7 went into our 6th Form, 13 went onto college and 1 set up his own business, which made him technically our only NEET student within the PP cohort.</p>	<p>7</p>
<p>Financial support for trips and extracurricular activities e.g. music lessons, team kits to ensure our disadvantaged students can access the wider curriculum.</p>	<p>EEF - Aspiration Interventions</p>	<p>2,4,5,7</p>
<p>Relationship building with the local Military Defence Services Barracks to ensure best provision in school for Service Family Students.</p>	<p>Barriers to learning for SFC are around attachment and supporting their emotional needs. Stronger relationships between school and the Barracks ensures needs are met as opposed to blanket strategies.</p>	<p>2,3</p>
<p>Working with Service Family students in school to ensure sense of belonging.</p>	<p>University trip in Autumn term sets groundwork in relationships for the year. Meetings as a group take place per term to check in and to provide supportive network (Military Community work involved). One activity per half term in addition to the meetings. Term 1: University, Term 2: Assembly, Term 3: Fun Trip</p>	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended outcome	Review																								
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>18 students were included in the outgoing Year 11 disadvantaged data.</p> <p>Attainment 8 score for disadvantaged pupils was 38.3 compared to 50.2 (England non disadvantaged pupils.)</p> <p>33% of pupil premium students secured English and Maths at grade 4+ (This was 73% for England non disadvantaged pupils)</p> <p>28% of disadvantaged students secured English and Maths at grade 5+ (This was 52% for England non disadvantaged pupils.)</p> <p>Progress 8 for disadvantaged students was -0.39. This is considerably lower than results for last year's cohort and is due in part to the small numbers and underachievement for a small group of students.</p> <p><u>Disadvantaged results comparative</u></p> <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>Attainment 8</th> <th>Progress 8</th> <th>9 to 5 in E&M %</th> <th>EBacc Entry %</th> <th>EBacc APS</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>35.00</td> <td>-0.57</td> <td>25</td> <td>28</td> <td>2.98</td> </tr> <tr> <td>Staffordshire</td> <td>32.10</td> <td>-0.79</td> <td>18</td> <td>17</td> <td>2.63</td> </tr> <tr> <td>King Edward VI School</td> <td>38.30</td> <td>-0.39</td> <td>28</td> <td>22</td> <td>3.26</td> </tr> </tbody> </table>	Disadvantaged	Attainment 8	Progress 8	9 to 5 in E&M %	EBacc Entry %	EBacc APS	National	35.00	-0.57	25	28	2.98	Staffordshire	32.10	-0.79	18	17	2.63	King Edward VI School	38.30	-0.39	28	22	3.26
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Curriculum aspirations for disadvantaged students are high whilst maintaining a focus on supporting individual needs.	<p>Options pathways cater for all students.</p> <p>As part of the Options process meetings take place with parents and disadvantaged student to discuss both pathways and options choices. This was a development for 2023 and more of these students are secure in their courses.</p> <p>Positive discrimination is used where a student might be on a cusp of a Pathway or in the case that we feel a different pathway may be more beneficial.</p> <p>The Options students may take at Key Stage 4 are wide and varied with additional options for those that need additional support.</p>																								
Improved overall attendance figures for disadvantaged students.	<p>Attendance figures for disadvantaged students at KES continue to be higher than national. This continues to be an area of focus, particularly the improvement of the persistent absence figures.</p> <p>National Average for Free School Meal Students (FFT Aspire Attendance) was 85.3% 2022-2023</p>																								

	2022/23	Total	Non PP	PP
	Whole School* KS3/4	92.6	93.25	89.41%
	Year 7	95.10	95.48	93.14
	Year 8	92.24	92.30	91.97
	Year 9	92.76	93.44	89.57
	Year 10	90.79	92.16	84.45
	Year 11	91.92	92.59	86.07
	<p>Persistent absence. Pupil premium was 28.57%- 70 students. Although lower than national average this was still higher than non-pp students which was 12.66%. Overall PA figure was 17.63% (Whole School – All students)</p>			
High levels of progress in literacy, reading and comprehension for all pupils eligible for PP.	All teaching staff have received high quality Literacy Training and departments are now implementing and sharing resources to support the teaching of literacy through all subjects.			
PP students receive targeted guidance, support and mentoring to ensure equality of progress and attainment in lessons and opportunity and participation in the wider school life.	<p>Disadvantaged student had access to financial support in attending school trips and visits. Cost of music tuition for those taking part was also included ensuring that all students can participate regardless of financial situation.</p> <p>In addition, support with academic resources, e.g. art supplies, revision material and ingredients for food technology was provided. The provision of these materials ensure that disadvantaged students can fully participate in opportunities.</p> <p>Year Council Numbers 13/89=14.6%. All students have the opportunity to take part in our year group and school council. Through learning conversations, our disadvantaged students are encouraged to take part.</p> <p>In 2023 our Year 9 PP students had the opportunity to take part in our Diversity Group during the summer term. The sessions encouraged teamwork, built confidence, and concluded with creating metal art which is displayed in our library.</p> <p>58% of students who took part in the Scholars Programme were eligible for Pupil premium, with 83% completing the programme by submitting a final assignment. <u>The Scholars Programme - The Brilliant Club</u></p> <p>Year 10/11 PP students are prioritised for Careers Interviews with a follow up appointment scheduled.</p> <p>PP Profile developed and shared with all staff, PP students are prioritised in lessons for AFL.</p>			
PP students are supported in their endeavours to continue to catch up on gaps in learning because of the	<p>PP students were prioritised in Eng, Maths and Science interventions especially at GCSE level.</p> <p>ICT support (laptops, Data modules etc) offered to PP pupils for at home learning.</p>			

school's partial closure due to COVID-19.	
Wellbeing for all pupils, including those who are disadvantaged is improved.	<p>All students including disadvantaged students have weekly wellbeing tutor time activities delivered by the form tutor. These ensure that students are equipped with skills and understanding of how to promote their wellbeing and where to access support.</p> <p>King Edward VI School secured the Wellbeing Award for Schools in December 2022</p> <p>Direct support offered for those students in need via:</p> <ul style="list-style-type: none"> -School counsellor -Lichfield mentors -PSA individual support

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Brilliant Club	Scholars Programme
BookBuzz	Booktrust
Accelerated Reader	Renaissance
Maths Challenge	UKMT
Physics Olympiad	University of Oxford

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Resources to support students in their independent learning. • Time for staff to visit the Barracks and work with families. • Time for trips out to University – Links to Barracks Community worker and links with Student Support fostered. • Pastoral Support Assistants (and Pastoral Lead) engagement with students beyond the classroom.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Resources both physical and practical support SFC students with their Independent learning.

	<ul style="list-style-type: none"> • Improved relationships with the barracks, although direct contact with parents is still proving difficult. • Relationship with Barracks continues to grow with a voice for the parents in the Barracks. Parents feel they have a voice. • Ongoing pastoral support means that SFC students in school feel secure and a part of the school.
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Further information

<p>Our pupil premium strategy will be supplemented by additional activity that doesn't have direct funding from our pupil premium or recovery premium. This includes:</p> <ul style="list-style-type: none"> • Development of Learning conversations. These take place after each report for disadvantaged students. Tutors discuss academic achievement, extra-curricular participation and any support that may be required. (Challenge 1,2,3,4,5,6) • Offering a wide range of high-quality extracurricular activities to boost wellbeing, attendance, and aspiration. (Challenge 2,3,5) • Early interventions to improve attendance <93% is first support/intervention trigger compared to <90%. (Challenge 2,4) <p><u>Planning, implementation, and evaluation.</u></p> <p>In planning our Pupil Premium Strategy, we evaluated the impact of previous strategies and carefully reviewed the context of our school. We conducted student voice activities to identify barriers to learning, conversations with parents and school staff and monitored our internal qualitative and quantitative data. We explored the reports and studies about effective use of pupil premium and attended the National Forest Teaching School three-part training on using the pupil premium. In addition to this we also attended the Challenge Partnership remote training offer (RADY project).</p> <p>We used the EEF's implementation guidance to help us develop our strategy and will continue to use it to evaluate our activities. This is a 3-year strategy which we will adjust and amend at least annually to ensure the best possible outcomes for our students.</p>
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