

Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. Our pupil premium plans run for 3 years but are updated each year and reviewed termly.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. It also summarises the impact that last year's spending of pupil premium had within our school. Our detailed data driven impact report is not published as it identifies pupils by name.

School overview

Detail	2024/25	2025/26	2026/27
School name	Lower Halstow School		
Number of pupils in school	187		
Proportion (%) of pupil premium eligible pupils	16% (30)		
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027		
Date this statement was published	Nov 24		
Date on which it will be reviewed	July 25	July 26	July 27
Statement authorised by	Tara Deevoy		
Pupil premium lead	Michelle Crowe		
Governor / Trustee lead	Amanda Boyne		

Funding overview

Detail	2024	2025	2026
Pupil premium funding allocation	£41,399		
Catch up premium funding allocation	£689		
Pupil premium funding carried forward from previous years	£0		
Total budget for this academic year	£42,088		

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, mobile cohorts and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of the recovery grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that disadvantaged pupils are fully engaged in all aspects of school life and are able to attend regularly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some of these remain the same from previous plans despite data now not showing this due to the positive impact of previous actions. Continuing to highlight these challenges ensures that these effective measures are able to continue.

	Detail of challenge
1	<p>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.</p> <p>Evidence – baseline assessment, NELI screeners, SpeechLink screening, SALT assessments.</p>
2	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Despite 100% Y2 phonics outcomes in 2024 this continues to be a barrier in KS2.</p> <p>Evidence – number of YR pupils unable to access SSP on entry, phonics outcomes in Y1 and Y2, number of KS2 pupils requiring phonics catch up, EP report commissioned on Y2/3 phonics</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, this is the case. This gap narrows slightly by the end of KS2. Gap analysis shows that this is mainly due to missing foundational knowledge of number.</p> <p>Evidence – baseline assessment, KS1 SATS, WR standardized tests, gap analysis</p>
4	<p>Writing outcomes for disadvantaged pupils are lower, due to a mixture of underdeveloped fine motor skills, weak speech patterns, poor spelling and a lack of vocabulary. This is most prevalent in the lower year groups who have started school during or post covid. Work on oracy and vocabulary have had some impact, but handwriting and spelling have been identified as further barriers to writing grammatically correct sentences due to pupils not being able to read & edit their own work and e editing their work for improvement. Attitudes towards writing are generally positive with no particular trends.</p> <p>Evidence – ELG outcomes, KS1 outcomes, work scrutiny, pupil voice.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and behavioural issues for many pupils who started school during or after COVID. A lack of school readiness in YR is now a significant barrier for securing GLD as staff are spending longer on securing basic skills, emotional well-being and behaviour before teaching can begin. Pupils make rapid progress but do not hit key milestones.</p> <p>Evidence – GLD outcomes.</p> <p>2021-22 7/18 pupils receiving targeted support were disadvantaged. 30% disadvantaged pupils requiring ongoing support.</p> <p>2022-23 11/23 pupils receiving targeted support were disadvantaged. 25% disadvantaged pupils requiring ongoing support.</p> <p>2023-24 13/26 pupils receiving targeted support were disadvantaged. 50% disadvantaged pupils requiring ongoing support.</p> <p>2024 -25 additional 4 PP pupils added to the well-being support schedule.</p>

6 Poor attendance continues to be a common **barrier to strong progress** across all pupil groups. Term time holidays are also a challenge across all demographics. Overall attendance continues to be a challenge but the gap between disadvantaged pupils and their non-disadvantaged peers has closed to 1.4% (93.2% v 94.6%) as a result of sustained action.

The positive impact of actions to improve attendance and the effective interventions to mitigate lost learning during the last PP strategy highlight the importance of maintaining this focus in order to support sustained better pupil outcomes for disadvantaged pupils.

Evidence – Overall attendance data by vulnerable group, weekly attendance monitoring, pupil progress meetings – with tracking by multiple characteristics.

The **persistent absence gap** between different vulnerable groups is now almost wholly due to our GRT pupils, so this strategy contains specific actions to engage and support those families. This has been made more challenging by the removal of the specialist LA GRT family support officer in the LA restructure this year and the changing national coding regulations meaning that many of our settled travellers are no longer classed as travellers for attendance purposes. As a result, GRT communication and support will evolve during the course of the year with school maintaining capacity to be reactive as well as proactive.

Evidence - Persistent absence data

	21-22	22-23	23-24
All	27%	16% (30/184)	11% (21/192)
All Non-disadvantaged	25%	13% (21/155)	9% (15/158)
All Disadvantaged	57%	31% (9/29)	21% (7/34)
All GRT	89%	53% (9/17)	26% (6/23)
Disadvantaged & Non-GRT			15% (4/26) 12% (3/36) – 1 medical
Disadvantaged & GRT			25% (2/8)

Whilst the school data is now well below national for persistent absence and the gap between vulnerable groups is narrowing, this continues to be a barrier and requires **ongoing vigilance and support** to ensure that all vulnerable groups continue to attend regularly and that those hard to reach families are engaged in school.

Although our persistent absence data indicates a gender gap, this is due to specific circumstances.

7 Our disadvantaged pupils with multiply vulnerabilities e.g. SEND/PA/mobility represent the majority of PPG pupils who do not reach expected outcomes by the end of KS2.

The '2024 SEND annual report to governors' shows that while SEND pupils are generally making good progress and are well catered for, those with multiple vulnerabilities such as being pupil premium and SEND with low attendance making slower progress than their peers.

Due to changes across the local authority and the ongoing challenges of disadvantaged families accessing early (pre-school) intervention and support, there are an increasing

	<p>number of disadvantaged pupils across each school with SEND and on entry this is now often unidentified.</p> <p>Evidence – 2024 SEND report, KS2 outcomes</p>
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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/aural language skills and vocabulary/understanding among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language & vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including EYFS profile, SALT assessments, NELI outcomes, engagement in lessons and formative assessment.</p> <p>Key measures</p> <ul style="list-style-type: none"> • Baseline Listening & Understanding • ELG – Listening, attention and understanding • NELI outcomes
Improved reading attainment for disadvantaged pupils.	<p>2025 ELG word reading outcomes, Y1/Y2 phonics, KS2 reading outcomes show that 100% of disadvantaged pupils without complex SEND meet the expected standard and 100% make at least expected progress across the key stage or from their starting points. Disadvantaged pupils with complex SEND meet or exceed their EHCP reading targets.</p>
Improved maths attainment for disadvantaged pupils	<p>2025 ELG number outcomes, KS1 maths outcomes and KS2 outcomes in 2024/25 show that 100% disadvantaged pupils without complex SEND meet the expected standard and 100% make expected or better progress across the key stage or from their starting points. Disadvantaged pupils with complex SEND meet or exceed their EHCP maths targets.</p>
Improved writing attainment for disadvantaged pupils.	<p>2025 ELG writing outcomes, KS1 writing outcomes and KS2 writing outcomes show that 100% disadvantaged pupils without complex SEND meet the expected standard and 100% make expected or better progress across the key stage or from their starting points. Disadvantaged pupils with complex SEND meet or exceed their EHCP maths targets.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our	<p>Achieve sustained high levels of wellbeing, demonstrated by:</p> <ul style="list-style-type: none"> • feedback from specialist support/interventions

<p>disadvantaged pupils and those entering EYFS</p>	<ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • ongoing participation in enrichment activities, particularly GRT pupils. • EYFS pupils settle quickly, with support for emotional regulation leading to greater engagement in learning, stronger progress and better GLD outcomes.
<p>To sustain and continue to improve attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to zero (currently 1.4%) • the percentage of all pupils who are persistently absent being below 5% with disadvantaged pupils being no more than 5% higher than their peers. • Persistent absence in our traveller community is reduced to less than 20%
<p>To improve outcomes for disadvantaged pupils with SEND</p>	<ul style="list-style-type: none"> • Percentage of disadvantaged SEND pupils who reach age related expectations is in line with their non-disadvantaged SEND peers (PPM data and diminishing the difference report). • Small steps progress trackers for those working more than 2 years below show accelerated progress

Activity in this academic year

This details how we intend to spend our pupil premium (and catch up premium funding) this academic year to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: **£13,920**

Activity	Evidence that supports this approach	Challenge addressed
<p>Purchase standardized tests and online gap analysis tool</p> <p>Train new staff to ensure assessments are interpreted and administered correctly.</p> <p>Maths £720 Reading £1080 Tool £344</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embed dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Provide ongoing staff development via instructional coaching.</p> <p>£2356 (release) £1300 (external coaching)</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 Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase further blending and fluency resources to secure stronger phonics delivery of our DfE validated Systematic Synthetic Phonics programme (Little Wandle)</p> <p>Continue to access support from the English Hub to develop the effectiveness of Little Wandle SSP</p> <p>£1500</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>	2

<p>Enhance maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund maths leader release time to coach new staff and provide CPD (including Teaching for Mastery).</p> <p>£2086 (1.5 hrs weekly release)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Engage with Mastering Number programme via the Maths Hub for EYFS and KS1 teachers in order to improve foundational knowledge of number in youngest year groups and support KS2 readiness.</p> <p>£2500 (release for CPD)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Embed elements of the HeartSmart PSHE SoW focused on social and emotional regulation.</p> <p>£300</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Build foundations to develop the 'Balanced System' as a whole school approach to supporting pupils with communication needs.</p> <p>Use the Speech Communication and Language Framework to audit staff expertise and deliver targeted training.</p> <p>£1359 (0.5 days training all staff 6.1.25)</p>	<p>CPD at every level to develop supportive systems in school for communication. Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Increase SENCO time to provide direct practical support to staff for adaptive teaching strategies in the classroom for</p>	<p>EEF Special Educational Needs in Mainstream Schools Recommendations Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	7

<p>communication and language including colourful semantics and ensure the recommendations from EEF are continually improved and developed.</p> <p>Boost capacity to provide diagnostic screening on entry for mobile pupils where necessary.</p> <p>Covered by Income generation</p>		
<p>Develop a handwriting and spelling strategy which addresses the specific challenges of disadvantaged and SEND learners including reviewing all previous schemes, methods and interventions and draws on guidance for Strand 5 from EEF Literacy recommendations.</p> <p>Subject Leader release £375</p> <p>Include training in support staff meeting schedule to reduce cost.</p>	<p>EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4</p>

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

Budgeted cost: **£25,754**

Activity	Evidence that supports this approach	Challenge addressed
<p>Continue to engage with NELI in YR to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills. Pre-teaching vocabulary in Y1 – 6</p> <p>£2356 (TA time)</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, 4</p>

<p>Provide 1:1 specialist SALT support for those disadvantaged pupils with the most significant need to enable them to communicate with peers and access learning in class.</p> <p>£9,792 (daily in-house specialist)</p> <p>£2520 (termly speech therapist visits to create targeted support programs)</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, 4</p>
<p>Deliver additional phonics sessions for disadvantaged pupils who require further phonics support.</p> <p>Little Wandle catch up</p> <p>£7068 (1hr daily teacher/TA time R,1,2)</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>2</p>
<p>Deliver associated daily 15 min interventions as part of the mastering number program.</p> <p>Cover cost of delivery from main budget</p>	<p>Using teaching assistants to deliver highly structured time limited interventions to address learning deficit has a strong evidence base. Targeted Number sessions have been shown to be effective when delivered regularly over 10 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>3</p>
<p>Ensure there are a range of maths interventions in KS2 to support pupils in securing missing foundational knowledge.</p> <p>Continue to use the whole school manipulatives based intervention 'Number Stacks' to ensure consistency between KS1 and KS2.</p> <p>Introduce Fluency Bee.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	

<p>Release maths leader to provide training & support for TAs and teachers. £210 resources £108 trainer £940 release</p> <p>Main budget to cover cost of ongoing delivery of this 1:1 intervention.</p>		
<p>Provide school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Purchase 1:1 tuition from Third Space Learning to provide personalized Maths tutoring for targeted children £2,760</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: **£16,268**

Activity	Evidence that supports this approach	Challenge addressed
<p>Embed principles of good practice set out in the DfE's Working together to improve school attendance – GOV.UK (www.gov.uk)</p> <p>Continue attendance at LA network meetings. (£453) 1hr week release</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Provide support for well-being across the school via the use of a trained well-being TA, who can supplement tier one universal support provided by class TAs and liaise with agencies to secure tier 3 specialist support for those disadvantaged</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	5

<p>pupils with the greatest mental health needs.</p> <p>Targeted communications and support for GRT families to support engagement in education and higher attendance.</p> <p>Emotional well-being & GRT support increased to £8,604.72 (18 hours pw)</p>		
<p>Continue Heartsmart PSHE SoW focused on improving resilience focused on strand 1 of the EEF guidance report (structured teaching)</p> <p>£300</p>	<p>EEF SEL Summary of recommendations poster.pdf</p>	5
<p>Make provision for engagement of disadvantaged pupils in wider opportunities linked to the curriculum and extra-curricular enrichment activities linked with well-being and mental health.</p> <p>Brogdale CIC, Belmont House, Forest School, Wilder Kent projects.</p> <p>£2526 (2 hrs a week)</p> <p>+£3040 (funded clubs)</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINA_Lvii.pdf</p>	5
<p>Introduce enriched playtimes with additional equipment and staff to support engagement in a wider range of creative and imaginative play.</p> <p>£1346 (additional MDMS)</p>	<p>The Power of Play: A Pediatric Role in Enhancing Development in Young Children Pediatrics American Academy of Pediatrics (aap.org)</p>	1,5,6
<p>Maintain increased staffing ratio in EYFS to ensure that there is capacity to support disadvantaged children in developing basic skills and self-regulation quickly in order to accelerate readiness to learn.</p> <p>Cost covered from main budget and high needs funding.</p>	<p>Self-regulation strategies EEF (educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £55,942

Overspend of £13,854 to be covered by additional income generated or central funding

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had in the 2023 to 2024 academic year.

Priorities 23 - 24	2024 Outcomes for disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improvement in oral language & vocabulary among disadvantaged pupils who attend regularly. NELI outcomes were positive -YR pupils all made accelerated progress in vocabulary development. Teachers report better use of vocabulary in writing and verbal class contributions.
Improved reading attainment for disadvantaged pupils at all stages and progress across KS2.	Phonics Y1 67% (4/6) disadvantaged pupils met the standard Phonics Y2 100% disadvantaged pupils met the standard KS1 Reading 100% disadvantaged pupils met the standard KS2 Reading 57% (4/7) disadvantaged pupils met the standard. All made strong progress from their starting points but inward mobility in KS2 makes the impact of sustained work difficult to track. <i>20% Gap in Y1 phonics and KS2 reading remains.</i>
Improved maths attainment & progress for disadvantaged pupils at the end of KS2.	2023 KS2 maths 100% met the expected standard (1/1) 2024 KS2 maths 42% met the expected standard (3/7) <i>Inward mobility in KS2 makes the impact of ongoing sustained work in KS2 difficult to track (4/7 disadvantaged pupils in this cohort joined to the school in KS2).</i>
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	The curriculum has been changed to ensure all pupils access enrichment and well-being support through a universal offer. Surveys of pupils and demand for targeted support reflect the success of the new universal offer. An increased number of pupils required specialist support overall but fewer disadvantaged pupils required this following effective tier 1 (universal) and tier 2 (targeted) support. The offer of 2 funded extra-curricular enrichment activities per term continues to secure high participation of disadvantaged pupils following the initial 300% increase in uptake. This is a low cost, high impact strategy.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall attendance for disadvantaged pupils was 93.2% Overall attendance for non-disadvantaged pupils was 94.6% Attendance gap between disadvantaged pupils and their non-disadvantaged peers has narrowed to 1.4% Persistent absence of disadvantaged pupils was 21% Persistent absence of non GRT disadvantaged pupils was 15% Persistent absence of non-disadvantaged pupils was 9% Persistent absence of all GRT pupils was 26% This is a decrease of 33% in persistent absence of GRT since last year due to robust measures to increase engagement and tackle casual absence.

Service pupil premium funding

Not reported in detail due to GDPR (1 pupil)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Well-being support
What was the impact of that spending on service pupil premium eligible pupils?	Expected progress

Further information

Additional activity

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

- utilising a [DfE grant to train another 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 wider range of high-quality personal development activities to boost engagement, behaviour and attendance and raise aspiration. Y6 will include a focus on confidence building to support transition to secondary school. This will involve external partners such as Creed, Brogdale CIC. The offer will be based on evidence regarding metacognition and self-regulation <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation>

Planning, implementation, and evaluation

In planning & reviewing our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and what interventions had been successful in securing accelerated progress.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We engaged in evidence based training with the EEF via the [EEFfective Kent project](#) and had a coach who worked with key staff to develop our thinking about evidence based practice.

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

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 continue to use this as we deliver our chosen approach and sustain impact in the longer term.

We have put a robust evaluation framework in place for the duration of our three-year approach (3 evaluation points per year) and adjust our plan over time to secure better outcomes for pupils.