

# Pupil premium strategy statement



**Stifford Clays**  
Primary School

## School overview

Detail	Data
School name	Stifford Clays Primary
Number of pupils in school	630 + nursery
Proportion (%) of pupil premium eligible pupils	15.7% (December 2021) 18.1% (August 2022) 20.3% (August 2023)
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021 (previously published in September using the first version of the form issued by the DfE in June 2021) Reviewed and revised August 2022 Reviewed and revised August 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Christina Pumfrey Head Teacher
Pupil premium lead	Emma Summerhayes Deputy Head Teacher
Governor / Trustee lead	Hayley McClenaghan - Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,775 2021-22 £149,580 2022-23 £176,055 2023-24
Recovery premium funding allocation this academic year	£ 13,920 2021-22 £15,660 2022-23 £0 2023-24
Pupil premium funding carried forward from previous years	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of QFT has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching good lessons every day is crucial. This is enhanced tutoring for those most affected by the pandemic (lockdowns, partial re-opening, Covid-related absence and requirements to self-isolate).

We are ensuring that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely and largely taught by teaching assistants for the largest proportion of the day.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well and in order to do this we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behavior, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Outcomes in the core subjects and especially in writing</b></p> <p>Internal assessments indicate that all core attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap is wider in writing.</p> <p>On entry to Reception class in the last 4 years, between 60- 83% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap remains steady to the end of KS2.</p>
2	<p><b>Phonics</b></p> <p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p><b>Vocabulary and oral expression</b></p> <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>
4	<p><b>Developing confident and competency in mathematic understanding of number for our younger children</b></p> <p>Assessments and observations indicate a lack of solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. This is especially evident from Reception through to the end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p><b>Attendance</b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. This has been hugely impacted by the pandemic, lock downs, partially re-openings and forced temporary access to school-based learning during out-breaks and positive cases.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p><b>Gaps in knowledge and understanding of curriculum content</b></p>

	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).</p> <p>Phonics check outcomes in years 1 and 2 show a sustained improvement year-on-year.</p>
Improved maths attainment for disadvantaged pupils at the end of KS1 and 2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: £54,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed and succession plan for the effectiveness of our Read, Write Inc programme through intensive training and support by a nationally recognised expert trainer- a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 1, 3 and 6</p>
<p>Embed and expand the use of Fresh Start programme where children have not mastered phonics and decoding securely by the end of KS1 through intensive training and support by a nationally recognised expert consultant.</p> <p>Staff to receive refresher and on-going training and support from the consultant.</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 1, 3 and 6</p>
<p>To embed the Literacy and Language programme consistently and effectively across the school to ensure that gaps in knowledge are filled and quality first teaching is consistent across the whole school for every child.</p>	<p>Standardised tests linked to a carefully progressive curriculum 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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1 2, 3 and 6</p>
<p>Further develop and embed a “News” project which will be used by all class teachers regularly to develop language skills</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality</p>	<p>3, 5 and 6</p>

<p>and wider understanding of the world. This will directly impact on reading outcomes at the end of KS2.</p>	<p>classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance especially focused on disadvantaged children who should be achieving greater depth.</p> <p>We will continue to use the Mastering Number Programme in years R to 2 with a full commitment to the training and development programme linked to this is 2023-24.</p> <p>The programme will also involve high quality professional development for teachers.</p> <p>It involves teachers from each of Reception, Year 1 and Year 2, our Maths Subject Lead and the HoS. This programme will develop skills and vocabulary gaps among many disadvantaged pupils.</p>	<p>Since 2014, the NCETM and Maths Hubs have been working together to develop <a href="#">approaches to teaching for mastery</a> within primary maths. Thousands of schools have benefited. The Mastering Number Programme is wholly consistent with teaching for mastery.</p> <p>For schools in the Mastering Number Programme, children in Reception, Year 1 and Year 2 will have a daily teacher-led session of 10 to 15 minutes, designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally.</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:  <a href="#">Maths_guidance_KS_1_and_2.pdf</a> (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</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>Develop the Trauma and Attachment staff training and embed the practices to develop a “trauma and attachment friendly school”.</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):  <a href="#">EEF_Social_and_Emotional_Learning.pdf</a>(educationendowmentfoundation.org.uk)</p>	<p>5 and 6</p>

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

Budgeted cost: £95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In years 1-6 continue the tightly targeted intervention groups for reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations in phonics/R, W and M</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 and in small groups.</p> <p>For tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4 and 6</p>
<p>Senior leadership teaching in year 5 and 6 on a daily basis to provide high quality teaching and targeted support for those who are not yet ARE.</p> <p>This also sets the tone and highlights the agenda of the importance of our impact on disadvantaged children.</p>	<p>Tuition can be expensive to deliver, particularly when delivered by teachers however, we recognise that there is a need for our most experienced and effective teachers to teach the most vulnerable learners most of the time.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>To use sport and PE to engage those PP children who are disaffected through additional PE teacher mentoring and support (where relationships are already positive and trust established).</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. We recognise the impact this has had previously especially on our most disadvantaged and vulnerable learners.</p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5 and 6</p>

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

Budgeted cost: 25,750



Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the opportunities for wider competitive sports and clubs ensuring that PP children are invited and encouraged to participate/attend, This is include the use of outside providers to wider the offer but will be free at the point of access for all children.	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5 and 6
Positive activities for 6 weeks of the school holiday periods offered free of charge to PP children.	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5 and 6
Address the issue of persistent absence through the HoS leading on this work area to support the attendance lead and absence administrator.  To embed the DfE's 'Working together to improve school attendance'. This will involve training and release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred in line with the new DfE guidance on managing attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Half termly whole staff focus on PP pupils to review current position and revise actions/approaches as needed.	Keeping staff regularly focused on the priority has a significant impact on the outcomes for disadvantaged children.  <a href="http://educationendowmentfoundation.org.uk">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a>	All
Contingency fund for acute issues.	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.	Any/all

**Total budgeted cost: £ 176,100**



## 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 the 2022 to 2023 academic year.

Our internal and external assessments during 2022/23 indicates that our strategy has had some further demonstrable impact during its second year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

In our reception phase, overall in 2023, 75% of our PP pupils achieved the GLD compared to 60% in 2022. This year's PP data includes a child who is in our ASD ARB. It is clear that our strategy to focus on high quality phonics teaching is having an impact on the early reading component of the GLD and our focused teaching in EYFS led by our Early Years Lead Practitioner appointed in September 2021 has had a significant impact already. This aspect will be continued in 2023-24.

#### Reception PP Pupils

Item	Stifford Clays Primary School (2009)	Local Authority - Thurrock		NCER National	
	Value	Value	Gap	Value	Gap
Good Level of Development ●	75.0%	58.8%	+16.2%	52.2%	+22.8%
Average no. ELGs at expected	13.8	13.7	+0.1	12.5	+1.3
All Goals, Exp+	75.0%	55.6%	+19.4%	50.3%	+24.7%
Prime Goals, Exp+	75.0%	70.9%	+4.1%	63.0%	+12.0%
Com. & Lang. Goals, Exp+ ●	75.0%	77.6%	-2.6%	69.6%	+5.4%
PSE Goals, Exp+ ●	75.0%	79.6%	-4.6%	74.3%	+0.7%
Phys. Dev. Goals, Exp+ ●	75.0%	82.4%	-7.4%	76.6%	-1.6%
Specific Goals, Exp+	75.0%	56.5%	+18.5%	51.5%	+23.5%
Literacy Goals, Exp+ ●	75.0%	60.1%	+14.9%	54.6%	+20.4%
Maths Goals, Exp+ ●	75.0%	73.5%	+1.5%	63.8%	+11.2%
Und. The World Goals, Exp+	75.0%	77.3%	-2.3%	69.3%	+5.7%
Exp. Arts & Des. Goals, Exp+	75.0%	82.4%	-7.4%	76.8%	-1.8%

## Reception Other Pupils

Item	Stifford Clays Primary School (2009)	Local Authority - Thurrock		NCER National	
	Value	Value	Gap	Value	Gap
Good Level of Development ●	69.7%	72.1%	-2.4%	69.8%	-0.1%
Average no. ELGs at expected	14.5	14.6	-0.1	14.4	+0.1
All Goals, Exp+	69.7%	70.3%	-0.6%	68.2%	+1.5%
Prime Goals, Exp+	83.3%	79.4%	+3.9%	77.1%	+6.2%
Com. & Lang. Goals, Exp+ ●	84.8%	82.8%	+2.0%	81.5%	+3.3%
PSE Goals, Exp+ ●	90.9%	86.6%	+4.3%	84.7%	+6.2%
Phys. Dev. Goals, Exp+ ●	92.4%	88.0%	+4.4%	86.7%	+5.7%
Specific Goals, Exp+	69.7%	71.4%	-1.7%	69.6%	+0.1%
Literacy Goals, Exp+ ●	71.2%	74.3%	-3.1%	72.3%	-1.1%
Maths Goals, Exp+ ●	78.8%	81.2%	-2.4%	79.4%	-0.6%
Und. The World Goals, Exp+	84.8%	83.9%	+0.9%	82.2%	+2.6%
Exp. Arts & Des. Goals, Exp+	89.4%	87.0%	+2.4%	86.4%	+3.0%

Our phonics outcomes continue to shine with our 95% PP pass rates for phonics last year being surpassed with 100% of our PP pupils achieving a minimum of 32 in 2023.

### Phonics Trend

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)		
				2019	2022	2023
Local Authority - Thurrock	Cohort	472	368	509	540	
				-	+141	+31
				75.5%	65.6%	70.7%
Local Authority - Thurrock	WA	70.6%	-	-9.9%	+5.1%	
				31.4	28.1	29.9
				-	-3.3	+1.8
2009 Stifford Clays Primary School	Cohort	16	9	20	20	
				-	+11	0
				66.7%	95.0%	100.0%
2009 Stifford Clays Primary School	WA	87.2%	-	+28.3%	+5.0%	
				30.4	36.2	37.1
				-	+5.8	+0.9

Outcomes in KS1 reflect the impact of our KS1 AHT who was also our lead year 2 teacher being absent from our school from February 2022. Whilst unavoidable, it is clear the negative impact this had on KS1 outcomes overall. We have appointed a new year lead and this will be a very specific focus for our school in 2023-24. We will continue with the Mastering Number Programme in years R to 2.

Whilst both PP and other pupils at KS1 achieved in line with their national peers, the gap between the two groups is too wide. This is a priority area in 2023-24.

## Year 2 PP Pupils

## ASSESSMENTS

Subject	Level	Stifford Clays Primary School (2009)	Local Authority - Thurrock		NCER National	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	50.0%	58.8%	-8.8%	54.0%	-4.0%
	GDS	0.0%	12.5%	-12.5%	9.1%	-9.1%
Writing	≥EXS	36.4%	48.8%	-12.4%	44.6%	-8.2%
	GDS	0.0%	6.4%	-6.4%	3.4%	-3.4%
Maths	≥EXS	54.5%	61.7%	-7.2%	56.0%	-1.5%
	GDS	0.0%	10.7%	-10.7%	7.8%	-7.8%

At KS2, the impact of the three strands of our strategy is clear with very good progress being made by PP pupils from the end of KS1.

## Year 6 PP Pupils

### PROGRESS

Subject	Level	Stifford Clays Primary School (2009)	Local Authority - Thurrock		NCER National	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	2.07	-0.13	+2.20	0.39	+1.68
	Conf. Int.	±1.50 +0.57 to +3.57	±0.30 -0.43 to +0.17	n/a	±0.02 +0.37 to +0.41	n/a
Writing	Avg. Prog. Score	3.27	1.67	+1.60	0.32	+2.95
	Conf. Int.	±1.45 +1.82 to +4.72	±0.29 +1.38 to +1.96	n/a	±0.02 +0.30 to +0.34	n/a
Maths	Avg. Prog. Score	2.45	0.79	+1.66	0.45	+2.00
	Conf. Int.	±1.42 +1.03 to +3.87	±0.29 +0.50 to +1.08	n/a	±0.02 +0.43 to +0.47	n/a

Overall, our upward trend for PP progress at the end of KS2 reflects the impact of our strategy and this will continue to be a focus with additional work being done to increase our PP EXS combined outcome in 2024.

## Year 6 PP Progress Three Year Trend

Estab. No.	Establishment	Indicator	Cohort 2023	Average of Years	Values (& YoY* vs Self)			Trend Viz.	YoY* vs NCER National		
					2019	2022	2023		'18 to '19	'19 to '22	'22 to '23
2009	Stifford Clays Primary School	Reading Avg. Prog. Scr.	15	0.60	-2.69	0.32	4.17	-	+3.21pts	+3.96pts	
		Writing Avg. Prog. Scr.	16	0.60	-3.43	3.57	1.66	-	+7.20pts	-1.90pts	
		Maths Avg. Prog. Scr.	15	0.54	-2.34	0.84	3.13	-	+3.57pts	+2.29pts	

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have focused on teaching our PSHE programme with fidelity and to supplement it with an increasingly wide curriculum offer including trips now that these are possible again. Our tracking data for behaviour shows that it is good for all groups and the school is a positive and happy place to be. We will continue to provide additional and targeted support for those

who are most vulnerable and this includes our SEMH interventions both “in house” and from external counsellors and play therapists in addition to all staff in school being Trauma and Attachment trained.

Our priority regarding attendance and persistent absence has had some success on an individual pupil level and this is documented in our case study-level data. However, this remains a clear and important priority for 2023-24 with the implementation of the DfE’s new ‘Working together to improve school attendance’. We have secured the advice and support of the LA’s most senior EWO who will work with us termly throughout 2023-24.

Cohort	Attendance % 2021-22	Attendance % 2022-23	% PA 2021-22	% PA 2022-23
All	93.2	92.1	20	32.3
Other	93.6	92.5	18	32.2
PP	91.7	91.0	28	32.9

## Further information (optional)

### Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- We have utilised the DfE's training grant to train a senior mental health lead and will focus on better meeting the mental health needs of our pupils in 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.

### 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 also commissioned a pupil premium review to get an external perspective.

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

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 will continue to use it through the implementation of activities.

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