

Premium Strategy Statement - Central Primary School

This statement

details Central Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The statement outlines our 3 year 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

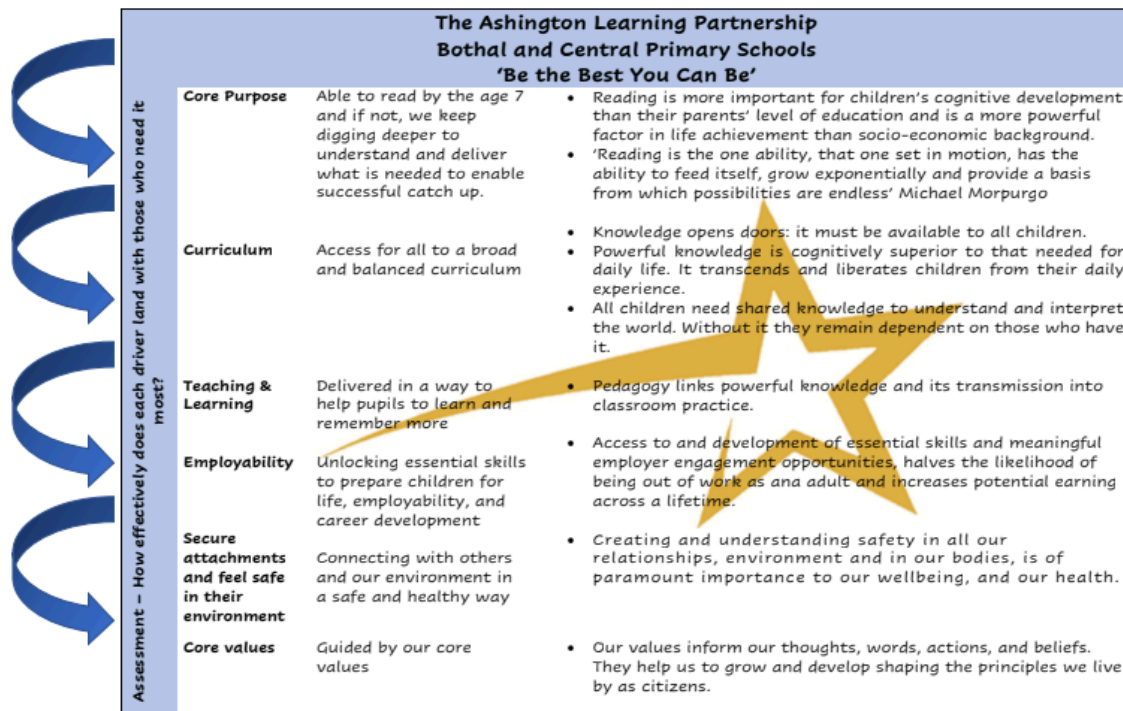
Detail	Data
School name	Central Primary
Number of pupils in school	613 LL - Year 6 522 Rec - Year 6
Proportion (%) of pupil premium eligible pupils	49% Rec - Year 6 (270 pupils)
Academic year/years that our current pupil premium strategy plan covers	22-25
Date this statement was published	December 23
Date on which it will be reviewed	December 26
Statement authorised by	Louise Hall
Pupil premium lead	Catherine Clark
Governor / Trustee lead	James Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£498,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£498,335



Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. This pupil premium strategy is an integral part of our school development plan. We recognise the importance of reflecting our context when devising Central Primary School’s pupil premium strategy. Our strategy reflects the school’s key drivers, which are:



High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. This is proven to have the greatest impact on closing the disadvantage attainment gap.

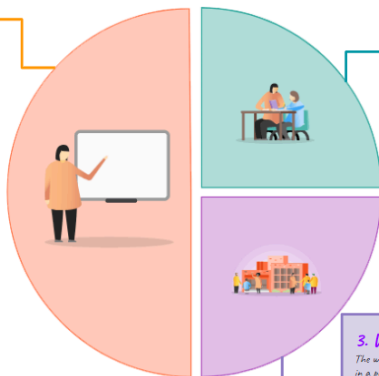
Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We use research conducted by the EEF and recognised literature to support decisions made, ensuring that selected options have the greatest impact on outcomes for learners. Our selected principles are informed by the EEF tiered approach and are integral to the school development plan and education recovery.

Central Primary: Pupil Premium - Tiered Approach

1. High Quality Teaching

We know that knowledge opens doors for children and the powerful knowledge of the curriculum is superior to that needed for daily life. With a school population of 60% PP and 30% SEND we are acutely focussed on all children accessing this shared knowledge to interpret the world, as without it they remain dependent on those who have it. Our specialist subject leaders provide a carefully designed broad and balanced curriculum, which is accessible to all. This is provided alongside a comprehensive Teaching and Learning model, to support teachers with classroom enactment. We do this through:

- ★ Refining our curriculum to take account of Covid-19, managing pupils' cognitive load, ensuring there are ambitious cumulative end points and re-establishing/ furthering enrichment opportunities
- ★ Developing our Oracy strategy - providing opportunities for structured, purposeful talk
- ★ Aligning Professional Development with our Teaching and Learning model
- ★ Providing Instructional Coaching to help all teachers, regardless of their stage in career, to keep getting better
- ★ Spotlighting PD and coaching on all aspects of Reading and explicit vocabulary instruction
- ★ 2022-23 Professional development focus on Encoding and Retrieval
- ★ Providing expert, targeted professional development against categories of need to enable SEND learners to thrive
- ★ Retaining Staff - Providing clarity of expectations aligned to clear professional development pathways and managing workload. This is particularly important given the school's distance from the nearest city of Newcastle and the challenge this presents in attracting staff.



2. Targeted Academic Support

In order to best support pupils, we pinpoint areas of difficulty as specifically as possible, by continuing to dig deeper. By refining the assessment process, and drawing on a range of professional, research and services, we have been able to identify the type of intervention pupils need and create a more bespoke provision. Our highly skilled teaching and support staff deliver small group and 1:1 intervention to support pupils with a range of needs:

- ★ Communication and Language Comprehension: (Early Talk Boost/Talk Boost/ Let's Talk)
- ★ Literacy skills gaps (Launchpad, ELKLAN)
- ★ Speech and Language Intervention
- ★ Reading mileage
- ★ Story structure (Retells, Story Maps)
- ★ Mechanics of reading (RWI phonics/ Fresh Start groups, 1:1 tutoring)
- ★ Reading Fluency (Hints for Learning)
- ★ Reading comprehension
- ★ Visual and auditory memory, accurate recall from long-term memory, information processing speed and sequencing skills (Turnabout, Launchpad)
- ★ Automaticity of number facts (Precision, Success @ Arithmetic, Numicon)

3. Wider Strategies

The wards surrounding Central Primary school are mainly colliery lanes owned by private landlords - many are in a poor state of repair. Within these wards, unemployment rates are some of the highest seen nationally (126 out of 32,844 wards) as the town still grapples with the closing of the coal mining pits. Our provision unlocks essential skills to prepare children for life, employability, and career development through:

- ★ Encouraging pupils and their families form good attendance habits early, reducing the PA status, increasing attendance within key cohorts (Attendance team)
- ★ Understanding and addressing the barriers our pupils and families face in accessing our wider curriculum provision and community opportunities, supporting them to access appropriate clubs and life skill opportunities outside of school.
- ★ Supporting pupils' social, emotional and behavioural needs (Tutor)
- ★ Raising the bar of pupil and staff expectations of commonly understood self-regulated behaviours
- ★ Engaging and educating families (Family Support, Children's North East)
- ★ Successfully adapting the provision for and reintegrating identified disadvantaged learners (The Link)
- ★ Explicitly teaching and practicing essential skills across the curriculum (Skills Builder - flagship Status)

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

Challenge number	Detail of challenge
1. (Pillar 1)	<p><u>Phonics</u></p> <ul style="list-style-type: none"> ● Pupils encounter a range of specific reading barriers which impacts on their ability to decode with accuracy and increasing fluency. <p><u>Love of Reading</u></p> <ul style="list-style-type: none"> ● Pupils have limited vocabulary which impacts on their ability to understand and comprehend texts. ● Pupils have limited exposure at home to models of fluent and expressive reading. ● Pupils have limited wider experiences to draw upon which impacts comprehension.
2. (Pillar 2, 3)	<p><u>Maths</u></p> <ul style="list-style-type: none"> ● Pupils have gaps in basic maths knowledge, including their vocabulary. ● Pupils have difficulty in explaining their reasoning and problem solving.
3. (Pillar 2, 3, 4, 5)	<p><u>Persistence Absence</u></p> <ul style="list-style-type: none"> ● Impacts upon pupils' ability to follow the sequence of learning and remember their learning. ● Impacts on pupils' social and emotional development.
4. (Pillar 2)	<p><u>Limited Background Experiences</u></p> <ul style="list-style-type: none"> ● Impedes pupils' ability to access learning, limits their vocabulary and negatively impacts their cultural capital. ● Some disadvantaged pupils lack background knowledge of the world around them and, as a result, have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that



	they are less ambitious, but what they believe is possible is limited, due to their life experience to date.
5. (Pillar 5)	<p><u>Feeling Safe</u></p> <ul style="list-style-type: none"> ● Trauma and developmental gaps impact upon pupils' ability to attend to learning and places an additional strain on working memory capacity. ● Ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

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
Reading - Continue to diminish the difference between disadvantaged pupils and their peers.	<ul style="list-style-type: none"> ● By the end of Y2, 100% of pupils will pass the PSC. ● The proportion of Y2 pupils who meet ARE in Reading will increase from ARE in Y1. ● By the end of Y6, 95% disadvantaged learners will meet ARE in Reading.
Maths - Continue to diminish the difference between disadvantaged pupils and their peers.	<ul style="list-style-type: none"> ● The proportion of Y2 pupils who meet ARE in Maths will increase from ARE in Y1. ● Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25). ● By the end of Y6, 95% disadvantaged learners will meet ARE in Maths.
Persistent Absence - Achieve higher attendance for all our disadvantaged pupils.	<ul style="list-style-type: none"> ● PAs are reduced to less than the national figure for all pupils ● Pupils ability to know and remember more against target memories/curriculum end points is demonstrated in free recall against the planned curriculum.
Background Experiences - Improve pupils' wider knowledge.	<ul style="list-style-type: none"> ● Proportional representation in extra curricular activities and opportunities E.g. music, residential experiences. ● Proportional representation in key events E.g. school play (main parts), monitors, school ambassadors ● Pupil voice demonstrates pupils' knowledge of themes in core texts E.g. fairy tales.



<p>Feeling Safe - support pupils to attend to learning and remove strain on WM.</p>	<ul style="list-style-type: none"> ● Thrive assessments demonstrate improvements in pupils' ability to self-regulate and to attend to learning. ● Disadvantaged pupils in KS2 are able to articulate when their working memory feels overloaded. ● Pupils and families who require additional support, report that they have received timely and high-quality pastoral support. ● Targeted external support is accessed and benefiting pupils and their families.
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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: 126,478.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT Training	Introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
<p>Embedding high quality adult/child interactions in the Early Years and across the school</p> <p>Developing language rich learning environments</p> <p>Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within the classroom</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>Early Excellence – ‘Navigating a sea of Talk’</p>	1, 2, 4



	Strong evidence through the EEF pilot of approaches that support pupils to build the foundational knowledge, skills and experiences in order to be ready to read and to access learning.	1, 4.
Purchase books for home reading and Class Reader sessions.	Supporting pupils to develop a love of reading through: DfE Reading Framework	1, 4
Refining the effectiveness of our phonics provision through sustained professional development, coaching and practice sessions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF	1
Effectively implement the new White Rose Scheme of Learning (version 3) from Year 1 to Year 6.	Mathematical guidance from the DfE shows that this scheme aligns more effectively with the new Early Years Maths Curriculum and Mastering Number. It also breaks learning into smaller steps to support post-covid maths teaching and learning.	2
Purchase of high-quality maths manipulatives.	Evidence from EEF shows that manipulatives are essential for a CPA approach to mastery.	2
Allocated highly skilled staff to carry out screening tools with disadvantaged children to dig deeper into their barriers to learning and inform planning and provision.	Research shows that through using high-quality, up-to-date information about pupils' current capabilities, we can select the best next steps for teaching, adapting teaching accordingly to focus on exactly what each pupil needs to progress. KS1 KS2	1, 2
Allocated highly skilled staff for the delivery of bespoke interventions to disadvantaged pupils in order to address next steps in their learning and ensure they keep pace with the planned curriculum.	Data and outcomes will evidence the impact of interventions. High quality teaching and marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment: EEF	1, 2
PD training for support staff to deliver specific intervention programmes.	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit to pupils' progress and attainment: EEF	1, 2



<p>Subject Development Days for Subject Leaders to refine the curriculum, managing pupils' cognitive load, ensuring there are ambitious cumulative end points and furthering enrichment opportunities.</p>	<p>Education advisor and writer Mary Myatt offers her thoughts on the curriculum across both the primary and secondary sectors. She discusses the importance of ambition, of work that is high challenge and low threat, of helping students to make connections and looks at how to use high quality texts and tier 3 vocabulary to support teaching.</p>	<p>1, 2, 4</p>
<p>Quality First teaching via the ALP's teaching and learning profile.</p>	<p>The 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: EEF</p> <p>Our Teaching and learning profile is built around the principles in the Learning Curriculum that is advocated by the Ambition Institute. This promotes an in-depth understanding of the science of learning to offer invaluable articulations of the principles of learning and their applications Deans for Impact, 2015; McCrea, 2019; Weinstein et al., 2018.</p>	<p>1, 2, 4</p>



<p>CPD programme in place to enable teachers and support staff to effectively deploy the strategies of the science of learning with all learners.</p> <p>Deliver coaching sessions through deliberate practice to help staff to get better at gaining pupil attention in line with an agreed approach – communication plan. <i>This provides continuous support.</i></p> <p>Work with subject leaders to monitor and evaluate teaching pedagogy and impact of new curriculum documentation (subject overviews) and staff CPD – curriculum plan.</p> <p>Trust coaches will be identified and a focus coaching group created to trial aspects of the Teaching and Learning profile.</p>	<p>Staff within Central Primary School have worked with the ‘Ambition Institute’ and have an increased knowledge base of the science of learning. Ambition Institute training programmes are for teachers, school leaders and system leaders, serving children from disadvantaged backgrounds. During the period of remote learning, leaders invested significantly in developing a shared understanding of the theory behind the science of learning. All staff can articulate the principles of cognitive science and skillfully refine their exposition whilst teaching remotely. Trust leaders recognise the importance of revisiting learning in order to embed and extend classroom practice.</p> <p>Effective professional development includes both initial training as well as high-quality follow-on coaching.</p> <p>While up-front training is important in developing a conceptual understanding of a new approach, crucially, training alone is unlikely to be sufficient to yield changes in practice. Often, it is only when follow-on support is added to training, in the form of expert coaching or mentoring, that teachers are able to apply their conceptual understanding to practical classroom behaviours. An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes: EEF</p>	<p>1, 2, 4, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £190,519.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Reading Leaders	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective	1, 4



<p>Additional staff capacity for reading</p> <p>Investment in key resources</p>	<p>approaches improving learning by as much as four months.</p> <p>Reading comprehension strategies have a high impact on average (+6 months).</p> <p>Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life's profound joys: DFE</p>	
<p>Reduce size RWI groups and Development days.</p> <p>Phonics development</p>	<p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school: EEF</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided: EEF</p>	<p>1, 4</p>



<p>Small groups and 1:1 Tutoring</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact: EEF</p>	<p>1, 2</p>
<p>Implement the Success@ Arithmetic intervention to improve pupil progress for children in Year 5 and 6 working just below age-related expectations in maths</p>	<p>EEF Research shows +2 months progress after 10 weeks of intervention.</p>	<p>2</p>

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

Budgeted cost: 242,481.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality training to develop staff expertise in order to support social and emotional development of pupils.</p>	<p>The average impact of successful 'SEL' interventions is an additional four months' progress over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment: EEF</p>	<p>5</p>



<p>Emotional and welfare support, this includes the development of self-regulation strategies, social - emotional skills, interpersonal skills and emotional well-being. This is enhanced in our school via the Thrive approach. This supports intensively children and families who's emotional needs are having a detrimental effect on learning, mental Health and wellbeing.</p> <p>Family Support Workers and Liaison officers who work with families to assist their wellbeing and provide strategies to help our pupils at home. Improvement in school communication.</p>	<p>There is a high proportion of disadvantaged pupils at Central Primary School who have a real need for intervention in self regulation strategies, decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. There is a real need to provide enhanced secure environments that aid pupil emotional well-being.</p> <p>Improved links between home and school is proven in supporting the progress pupils make academically as well as socially and emotional. Increased engagement will help support parents with their children's academic development as well as supporting families in crisis: EEF</p>	<p>3, 5</p>
<p>Robust systems in place for attendance and persistent absence. This will include,</p> <ul style="list-style-type: none"> ● <i>Educate new families as they join the school on our expectations.</i> ● <i>Daily monitoring of absences and punctuality across the school.</i> ● <i>Prompt response to absences and home visits.</i> ● <i>Meeting with parents of children with persistent absences.</i> ● <i>Regular feedback to the wellbeing team, leading to coordination with SENCO and</i> 	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>



<p><i>Safeguarding team.</i></p> <ul style="list-style-type: none"> ● Address pupil premium PAs through individual attendance plans. ● Close work with the school Education and Welfare Officer. ● Working closely with EH / Senior staff to respond to term time holiday requests. ● Engage with families whose children have poor attendance including disadvantaged children. ● Well – being meetings - attendance analysed. Actions result if applicable. ● Attendance reported on school newsletters ● Attendance celebration / rewards. ● Implementation of Attendance motivational strategy – including Attendance game. 		
<p>Increased provision for disadvantaged pupils to develop key life skills, an employability skill set, cultural capital experiences, increased aspirations and essential character traits. This could include:</p>	<p>As the majority of our pupils live within an area of high deprivation and come from low income families where experiences that enhance and develop cultural capital, key character traits are lacking. Many of our pupils will not have the opportunity to learn about their local context and experience the wealth of opportunity within Ashington and beyond without school provision. We believe that it is essential that our most</p>	<p>4</p>



- Skills and Careers curriculum
- Character Development.
- Enhanced parental communication provision.
- Accreditation initiatives within school provision. After school curriculum and club provision / school trips / Residential activities.
- Music tuition & extra-curricular activities.
- Uniform support.

disadvantaged pupils receive a high quality of rich educational experiences. It is our belief that enrichment activities provide essential life experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their learning responses.

All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.
'Sir Kevan Collins' Chief Executive - Education Endowment Foundation

The [ASCL](#) recently surveyed over 3,000 teachers across the UK to understand their biggest concerns when it comes to the aspirations of their disadvantaged pupils. Their survey revealed that 57% of teachers pinpointed 'low aspirations' as one of the most difficult challenges they face.

[The DfE \(2019\)](#) understands character education to include any activities that aim to develop desirable character traits or attributes in children and young people. The DfE believe that such desirable character traits:

- Can support improved academic attainment.
- Are valued by employers and can enable children to make a positive contribution to British society.

There is strong evidence that too much careers education in England is inadequate and that the quality varies considerably by school and area. There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures. Sir Kevan Collins, Chief Executive of the Education Endowment Foundation stated, "High-quality careers advice can make a real difference to young people's outcomes after school".



	Further research carried out by the ‘Skills Builder Partnership’ on essential skills and employment outcomes for young people stated ‘ the case for action is profound. Young people who are able to build and deploy these skills benefit from improved academic performance, resilience and employment opportunities.	
Breakfast provided to all pupils.	In their 2006 Eating Breakfast report, Health4Schools claimed: "Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving abilities, their memory, concentration levels, visual perception and creative thinking." Providing children with breakfasts can help to boost their attention span, concentration, and memory: DFE	5
Successfully adapting the provision for and reintegrating identified disadvantaged learners.	DFE Investment in education and the role of edtech July 2021	1, 2, 3, 4, 5

Total budgeted cost: £162,576.80

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 2021 to 2022 academic year.

<u>Pupil outcomes 2024/25</u>
<ul style="list-style-type: none">● 55% of pupil premium pupils achieved a GLD compared to 71% NPP.● 82% of pupil premium achieved the expected standard in the PSC at Year 1 compared to 83% NPP.● 57% of pupil premium achieved EXS in Reading at the end of KS2, compared to 70% NPP.● 64% of pupil premium achieved EXS in Writing at the end of KS2, compared to 82% NPP.● 52% of pupil premium achieved EXS in Maths at the end of KS2, compared to 74% NPP.● 46% of pupil premium achieved EXS in GPS at the end of KS2, compared to 70% NPP.

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
Read Write Inc in place but developed further in 2024/25.	<ul style="list-style-type: none">● Ruth Miskin Training
White Rose Maths	<ul style="list-style-type: none">● White Rose Hub
Numicon Breaking Barriers	<ul style="list-style-type: none">● Numicon
Maths Mastery	<ul style="list-style-type: none">● Great North Math's Hub

Service pupil premium funding (optional)

Measure	Details
Learning support and Thrive	<ul style="list-style-type: none">● Learning support was focused around listening skills● Learning support was used to provide learning in smaller manageable tasks to promote concentration and focus.



	<ul style="list-style-type: none">• Daily Thrive sessions and activities
<p>What was the impact of that spending on service pupil premium eligible pupils? Greater emotional regulation and support.</p>	<p>Impact measure:</p> <ul style="list-style-type: none">• Ability to access curriculum to a greater extent. Small amount of progress made in core areas of the curriculum.• Thrive assessments show progress through developmental strands.

Further information (optional)



Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. These include:

- offering a wide range of high-quality extracurricular activities to boost pupil wellbeing, behaviour, attendance and aspiration.
- activities that focus on building key life skills, through our 'Essential Skills' agenda and the ALP's overriding core values.

Planning, implementation, and evaluation

We have 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 best for our school. We will continue to use it through the implementation of this whole school strategy.

In planning this pupil premium strategy, we have evaluated why activities we have undertaken in previous years have not had the degree of impact that we had expected. We will also commission a pupil premium review in order to get an external perspective of school provision.

We have used evidence from a wide range of information and our key strategic priorities, all have implementation plans running in the background. This will enable us to have a robust framework for evaluation and measure impact. If required, we will adjust our plan over time to secure better outcomes for our pupils.

We have worked with Northumberland County Council and The Newcastle Research School, looking 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 have also looked at studies about the impact of the pandemic on disadvantaged pupils. These have all influenced the content of our 3 year Pupil Premium Strategy.