

Hearsall Community Academy - Pupil premium strategy statement

School overview

Detail	Data
School name	Hearsall Community Academy
Pupils in school	128 pupil premium pupils of 435 on roll
Proportion of disadvantaged pupils	29%
Academic year or years covered by statement	2025-2028
Publish date	31 st December 2025
Review dates	Dec 2025/Dec 2026/Dec 2027
Statement authorised by	Claire Jones, Headteacher
Pupil premium lead	Claire Jones, Disadvantaged Champion
Governor lead	Dilesha Chima, Premiums Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (published by ESFA and updated in September 2025)	£165,132
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
3 x LAC/PLAC @ £2760	£8,280
Total budget for this academic year	£173,412

Part A: Pupil premium strategy plan

Statement of Intent

Inspire Education Trust priorities:

Our priority is for every pupil to make good progress and achieve their full potential achieving high attainment in line with peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our intention is for every child to have the skills and mindset to overcome challenges and barriers to live life to the full as a child growing up in Coventry and Warwickshire and achieve individually.

Hearsall is a large two form entry primary school in Earlsdon in Coventry. It serves a diverse community with families from 53 countries (42% EAL). A number of children live in poverty and begin at Hearsall significantly lower than national expectations, especially in early language skills. There is a clear, strong understanding by all staff of the multiple barriers facing disadvantaged pupils. Together with the highly effective pastoral support, we aim to support our disadvantaged pupils through the following key aims and objectives:

- Quality first teaching and feedback to narrow the attainment gap between disadvantaged and all other pupils nationally and within our own school's data
- Pupil Premium children should make or exceed national progress data
- For all our disadvantaged pupils to be supported academically, mentally, emotionally and socially so they can access a full curriculum and thrive and achieve every day at school alongside their peers

Key objectives:

- Research based evidence to inform best classroom practise including interventions, appropriate challenge and support, engagement and relationships
- A comprehensive CPD programme for all classroom practitioners
- Priority marking and/or feedback as standard to support accelerated progress
- Data analysis of all vulnerable groups evidenced through robust termly pupil progress meetings
- All barriers for pupil premium children identified including; FSM, SEND, EAL, gender, pastoral, safeguarding, attendance, ethnicity, GLD, end of KS1 data and Phonic Screening Check
- Positive parental engagement through a variety of mediums; regular meetings, drop ins, workshops, online support, Family Liaison Worker
- Rigorous monitoring of attendance of individual children/families using DfE guidance to ensure good attendance for all pupils reducing persistent absenteeism, lateness and unauthorised absences
- High levels of pastoral support and training to maintain high expectations of behaviour, reduce suspensions and develop good learning behaviours in all through appropriate support and alongside external professionals
- Rigorous monitoring including; termly pupil progress meetings, pupil voice, case study, pupil/parental questionnaire and 1:1 parent conversations/catch ups
- Effective implementation of interventions with analysis of impact on progress and attainment
- Enrichment strategies to improve the daily lived experience of all disadvantaged children including financial support for trips, residential, co-curricular clubs, Inspire Challenge Awards holistic approach to homework for every year group and free Breakfast Club for FSM children
- Accountability through robust performance management for all teaching and support staff
- Relational Behaviour Policy that encompasses a trauma based approach rooted in neuroscience
- Identification and planning for the complex needs of families in receipt of Free School Meals, Pupil Premium funding and families who require school support and/or families who do not have recourse to public funding.
- Disadvantaged Champion in all Inspire schools

Challenges

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

Challenge number	Detail of challenge
1	Oracy Oracy continues to be an area of challenge within the primary phase, influenced by a range of factors including limited early language exposure, reduced opportunities for structured talk at home, and the impact of socioeconomic disadvantage on vocabulary development. Many pupils enter school with restricted expressive and receptive language skills, which affects their ability to articulate ideas, engage in collaborative learning, and access higher-order thinking tasks. (Reception Literacy baseline 18%) This challenge is compounded by increased pupil transience and inconsistent prior experiences, making it essential to embed a whole-school approach to oracy that prioritises purposeful talk, explicit vocabulary teaching, and confidence-building strategies. Addressing these barriers is critical to improving outcomes across the curriculum and ensuring equitable access to learning for all pupils.
2	Phonics An increase in pupil transience, coupled with reduced engagement in reading for pleasure and poor early communication skills, has contributed to phonics remaining an area of ongoing challenge for the school. Frequent changes in pupil cohorts disrupt continuity in learning, making it harder to embed systematic phonics instruction effectively. Limited exposure to language-rich environments and fewer opportunities for shared reading experiences further impact vocabulary development and phonemic awareness. These factors create a need for sustained, targeted interventions and consistent high-quality teaching to ensure all pupils, particularly those eligible for Pupil Premium, secure the foundational skills required for reading success. Phonics remains below the national average in Year 1 (73% in 24/25 with a baseline of 44% in Year 1 for 25/26)
3	Attendance and punctuality Attendance and punctuality remain significant challenges for some Pupil Premium pupils, often linked to wider barriers such as family circumstances, health issues, and reduced engagement with school. Persistent absence and lateness can lead to gaps in learning, lower attainment, and diminished confidence, making it harder for pupils to access the full curriculum and benefit from targeted interventions. Addressing these issues requires a proactive, multi-layered approach that combines early identification, strong communication with families, and consistent monitoring, alongside strategies to promote positive attitudes towards school. Attendance during the first term of 25/26 is 92.2% which is below the national average. Persistent absence is 22% which is 6.5% below the national average. Despite numerous sustained efforts, improving attendance and punctuality continues to be a complex priority due to the interplay of social and emotional factors beyond the classroom, increasing SEMH and EBSA.
4	Foundational Skills One of the key challenges in establishing foundational skills for Pupil Premium pupils lies in addressing significant gaps in early literacy, numeracy, and language development that often stem from socioeconomic disadvantage. These gaps can hinder access to the wider curriculum and impact long-term attainment. Many of our pupils enter school with limited vocabulary, reduced exposure to pre-reading experiences, and weaker number sense, which requires targeted, high-quality interventions alongside universal teaching strategies. Ensuring consistency in developing early foundational skills is key to long term success. Current Reception cohort baseline for literacy was 18%, with Maths 36% and Communication and Language at 48%.

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
<p>High quality early language intervention (Wellcomm) supports progress for EYFS pupils and GLD is in line with national data.</p> <p>Increased oracy and reading for pleasure across the school impacts on reading and writing outcomes.</p>	<ul style="list-style-type: none"> Wellcomm language intervention provides high level support to targeted pupils. Oracy and talk in a language rich environment positively impact pupil development in foundational skills. Oracy curriculum provides key milestones from Nursery to Year 6 to prevent pupils from falling behind and identify where interventions are required. Parent workshops and high expectations of standard English ensure that children meet age related expectations in communication and language (GLD to meet or exceed national and local authority outcomes). RWInc tutoring and intervention will target focus children for rapid progress in reading, end of Year 1 in 2025/26 target is 76% and Year 2 cumulative 87%. Increased focus on Oracy across the school demonstrates an impact on reading and writing attainment through breadth and depth of age and stage appropriate vocabulary. Increased reading attainment at both key stages and improved writing outcomes. Reading for pleasure is widespread and impacts on pupil reading attainment. Engagement in; reading at home through parental engagement in reading diaries, pupil voice, incentives, rewards. End of year target for 2025/26 KS2 in reading is 79% (37% GD) and including transience (matched pupils 64%).
<p>Pupils are in line or better than the national Phonic Screening Check data. High quality phonics teaching impacts on reading outcomes in Year 1 and end of KS1 (Y2)</p>	<ul style="list-style-type: none"> Consistent high-quality phonics teaching ensures pupils make at least expected progress in RWInc and, for those at risk of falling behind, accelerated progress. Phonics Screening Check results are just below national and local authority expectations. End of autumn phonics screening data shows gaps between disadvantaged pupils and their peers in the phonics screening check results (excluding SEND pupils). Increased interventions will support rapid progress. End of Year 1 in 2025/26 target is 76% and Year 2 cumulative 87%. Children are supported in reading through high quality RWInc sessions which facilitate accelerated progress for target pupils to make at least expected national and local authority attainment in KS1 reading. All pupils across KS2 who did not pass the phonics screening check have daily phonics sessions to support rapid reading development and accelerated progress in reading to meet or exceed national and local authority data for KS2 reading.
<p>Pupils make at least expected progress in writing across the school. Writing outcomes are in line or better than national.</p>	<ul style="list-style-type: none"> Writing shows significant increase to meet or exceed national and local authority outcomes for GLD, end of KS1 and KS2. CPD for teachers is impactful and results in positive outcomes in line or better than national. Increased pedagogy results in accelerated progress for the most disadvantaged and those working significantly below. Literacy in Early Years meets at least national GLD expectations. Disadvantaged pupils receive priority feedback and marking and gaps between them and their peers close as a result of quality first teaching. Unit overview identifies personal target, new and revised learning and supports pupils to articulate their learning at all levels.

	<ul style="list-style-type: none"> Pupil voice identifies the children feel well supported in their learning and can identify their strengths and development points in writing. Gaps between disadvantaged and peers is diminished in line with local and national standards.
Persistent absenteeism reduces significantly to below national expectations	<ul style="list-style-type: none"> Attendance is significantly improved to be in line or better than national and local authority expectations through a range of interventions/strategies. Attendance targets meet ABIE expectations and focused targets. Persistent absenteeism and lateness are minimised and pupil attainment is impacted due to increased attendance rates. Persistent absenteeism reduced in line with national or better. Attendance will remain a focus and continue on an upwards trajectory meeting national expected percentages. Clear procedures and supportive measures are put in place when thresholds are met. Phone calls letters, home visits, fixed penalty notices and court action from the local authority will be used in conjunction with a supportive approach to ensure good attendance from all pupils. Free school meal breakfast club impacts significantly on the most disadvantaged families resulting in children in school, on time, every day. Relational behaviour approach supports pupils' mental wellbeing and pupil support plans and profiles identify barriers to overcome.

Activity in this academic year:

Teaching (i.e. CPD, recruitment and retention)

Budgeted cost: £112,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Lead for Disadvantaged to focus on raising attainment for pupil premium children through monitoring and interventions	<p>Headteacher is Disadvantaged Champion for the school along with being the Strategic Lead for Pupil Premium across the Trust;</p> <p>Release time to support teachers, leaders and to deliver CPD to ECTs, and monitoring alongside senior leaders. Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress and upskilling governors to provide appropriate challenge for all leaders.</p> <p>Working closely with the Pastoral Team to ensure the most vulnerable families are well supported. Thrive is used consistently and effectively across the school to support children's social and emotional wellbeing. Children's wellbeing has a direct impact on their attainment.</p> <p>Cost; £28,030</p>	1,2,3,4
RWInc daily lessons impacts on rapid progress in reading for KS1 pupils	<p>EEF Reading Comprehension Strategies (+6m).</p> <p>Research suggests that reading comprehension strategies are high impact on average (+6 months) when used alongside phonics and is a crucial component of early reading instruction. Identifying the</p>	1,2

	<p>appropriate text difficulty or level is key to provide sufficient challenge. Early diagnosis of reading difficulties can prevent readers struggling when they are older. Pupils who learn early skills in decoding, understanding structure of language or vocabulary and where these skills are explicitly taught, will be able to apply comprehension strategies to other reading tasks, context and subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>KS1 RWInc with adult led session daily. KS2 session daily for those not passing PSC in Year 2. TA/HLTA directed time daily. 3 x teachers and 6 x TAs lead daily sessions. 1 x leadership session per week release for RWInc Lead for assessment and grouping purposes ensuring children remain in the correct group ensuring appropriate challenge.</p> <p><u>Strong foundations in the first years of school - GOV.UK</u></p> <p>Cost; £41,331</p>	
RWInc phonics interventions	<p>EEF Reading Comprehension Strategies (+6m).</p> <p><i>Research suggests that reading comprehension strategies are high impact on average (+6 months) when used alongside phonics and is a crucial component of early reading instruction. Identifying the appropriate text difficulty or level is key to provide sufficient challenge. Early diagnosis of reading difficulties can prevent readers struggling when they are older. Pupils who learn early skills in decoding, understanding structure of language or vocabulary and where these skills are explicitly taught, will be able to apply comprehension strategies to other reading tasks, context and subjects.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>KS1 RWInc tutoring with adult led session for target pupils. TA/HLTA directed time daily. KS2 session daily for those not passing PSC in Year 2. 1 x teacher and 1 x TA trained in RWInc tutoring. 1 x leadership session per week release for Early Reading Lead for assessment and grouping purposes ensuring children remain in the correct group ensuring appropriate challenge.</p> <p><i>EEF Phonics (+5m) - Phonics teaching has extensive evidence as a vital component of early reading skills particularly for children from a disadvantaged background. Phonics should be taught systematically and matched in terms of their phonic awareness of letter sounds and patterns including graphemes. It is suggested that phonics improves the accuracy of children's reading. Phonics has been found to be consistently effective in supporting younger readers to master the basics of reading.</i></p> <p>Daily RWInc sessions from Reception to Year 2 and beyond until a clear pass in PSC in addition to consolidation sessions for threshold scores. In addition, children arriving with no English will receive daily</p>	1,2,3

	<p>phonics support. RWInc development training release time. TA directed time daily to deliver in small groups.</p> <p>Cost; £6026</p>	
Continual Professional Development	<p>EEF guidance report on Effective Professional Development</p> <p><i>Research indicates that high quality teaching can narrow the disadvantage gap. The benefit of the new Early Career Framework, NQP programmes and effective training play a crucial role in improving classroom practice and pupil outcomes. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</i></p> <p>Cost; £1250</p> <p>Cost; £4700</p>	1,2,3,4
Deputy Head supporting ECTs and teaching staff pedagogy/learning development	<p>High quality Inspire Trust training programme following EEF principles. Planning support Deputy Headteacher and training for TAs on effective implementation of interventions. Cover costs for training.</p> <p>EEF Guide – tiered approach with teaching as priority along with CPD.</p> <p>See research above on effective professional development.</p> <p>The tiered approach introduced by the EEF recommends high quality teaching for all as a priority, targeted academic support and wider strategies to support pupils within that academic year. By focusing on a small number of strategies, it is likely to make the biggest difference to pupil outcomes.</p> <p>EEF Tiered Approach</p> <p>Regular CPD opportunities to support quality first teaching, planning and feedback. CPD programme for Trust/school to ensure quality first teaching personalised for the school. Planning guidance and support for 4 x ECTs with regular release time for developmental training.</p> <p>Trust Teaching and Learning Team support plus additional cover costs for teaching staff for CPD.</p> <p>Cost; £4700</p> <p>Cost; £3133</p>	1,2,3,4

Targeted academic support (i.e. tutoring, 1:1 support, structured interventions)

Budgeted cost: £23,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm language intervention prioritises early language skills	<p>EEF Early Years Interventions (+5m)</p> <p><i>Research indicates that gaps between children from advantaged and disadvantaged backgrounds start to emerge at the earliest stages of learning. When children start school, those from the poorest backgrounds are estimated to be 19 months behind their most affluent peers in development of vocabulary.</i></p> <p>Oral Language Interventions EEF</p> <p>EYFS TA directed time to deliver following CPD and training programme. Early language intervention to ensure rapid progress in spoken and early language skills by end Reception. (1 x Grade 3 TA x 3hrs week)</p> <p>Cost; £1744</p>	1
RWInc phonics interventions impacts on PSC and reading by the end of KS1	<p>EEF EYFS Interventions (+4m)/EEF Phonics (+5m)</p> <p><i>"There is extensive research demonstrating an attainment gap in the early years, the impact of this gap on later educational outcomes, and the value of high-quality early years provision for disadvantaged pupils. We also know a fair amount about the strategies which are most effective for young children notably improving communications and language. Director of Education at Nuffield Foundation"</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>TA/HLTA directed time to deliver. RWInc tutoring for all target children who did not pass phonic screening check, small group tuition for blending and reading support.</p> <p>Early Reading Lead 1x am weekly release to manage groups, training, interventions and assessments. TA release x 1 pm</p> <p>Cost; £5680</p>	1,2
Fresh Start	<p>EEF Small Group Tuition (+4m)</p> <p><i>Small group tuition is most effective when targeted at pupils' specific needs. Research indicates that training provided to the staff that deliver small group support is likely to increase impact. Small group support can be effectively targeted at pupils from a disadvantaged background and is recommended as an effective strategy.</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group writing intervention supporting UKS2 children working well below ARE. SEND TA delivering 3 x weekly sessions for year groups to support rapid progress. Laptop provided for pupils taking part in Fresh Start;</p> <p>Cost; £8722</p> <p>Cost; £1500</p>	1,2,3
Tuition/Intervention /Booster Groups	<p>EEF Tuition (Est. +5m).</p> <p><i>Small group tuition can be more cost effective to providing targeted support. Teaching Assistants are able to deliver one to one tuition when experienced, well-trained and supported.</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 Booster groups supporting reading, grammar and maths in</p>	4

	small intervention groups; Reading group, Grammar group and Maths group focused on upper KS2 during spring/summer term. Additional teaching time 2 x teachers/2 x senior leaders Cost; £1498	
HLTA small group tuition	KS2 small group tuition from HLTA. EEF Small group tuition (Est. +4m). Reading and Maths intervention groups. Cost; £1318	1,2
Precision teaching and pre-teaching	KS2 small group tuition from HLTA. EEF Small group tuition (Est. +4m). Reading, Spelling, HFW individual interventions. Cost; £1592 Cost; £1318	1,2,3

Wider strategies (i.e. attendance, behaviour, wellbeing)

Budgeted cost: £37,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support	EEF Parental Engagement (Est. +4m) LA attendance SLA hours to support school with tackling persistent absenteeism. Strategies implemented to support reduction in PA, EHAC meetings with Attendance Officer will guide further actions. Family Liaison Officer works closely with families to support. Senior leader time for meetings/home visits/plan/Attendance Officer meetings Improving School Attendance	3
Free School Meal Breakfast Club	EEF Social and Emotional Learning (Est. +4m) Free Breakfast Club offered to all FSM children to tackle persistent absenteeism, lateness, pupil self-regulation and prepare children for learning/interventions at the start of the day. FSM Breakfast Club	3
Parental Engagement	EEF Parental Engagement (Est. + 4m) including approaches to educate and upskill parents, supporting reading at home and intensive support for families in crisis. Pastoral Team supporting Coventry Family Learning, Family Liaison Officer working alongside families and those requiring crisis support. EEF Parental Engagement	3
Social and Emotional Learning	EEF Social and Emotional Learning (Est. +4m) including Thrive school ethos, Relational Behaviour Policy, Zones of Regulation supporting pupil self-regulation and multi-layered pastoral support approach in school; Thrive 1:1, small groups, Boomerang Mental Health Groups, Forest School, Art Therapy, Tea & Chat and Warhammer support groups. Adaptive Provision Hub/Nook. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Mental Health Yoga	Mental Health Yoga teacher recruited to upskill staff to support children with mental health, self-regulation, behaviour and	1,3

	<p>mindfulness. All year groups to benefit from a 4 week programme each.</p> <p>EEF Social and Emotional Learning</p> <p>EEF Behaviour Interventions</p>	
Pastoral Team	<p>EEF Social and Emotional Learning (Est. +4m)</p> <p>Working with individual children and families to support pupils' interaction with others and self-management of emotions.</p> <p>Breakfast Club provided at break time to support pupils identified as requiring additional support.</p> <p>EEF Social and Emotional Learning</p>	3

Part B: Review of outcomes in the previous academic year

Review of 2024/25

Aim	Outcome
Weak language and communication skills	<p>This has been a focus throughout the year. With significant transience (Stability on IDSR 77%), it remains an area of high priority to support pupils new to the school and new to English to settle and begin early reading skills through RWInc phonics. This year has seen successes in Year 1 and Year 2 for disadvantaged pupils which were broadly in line with national for phonics but there are still cohorts with weak language skills and baseline in Reception showed significant challenges with communication, language and interaction which will need to remain a target. 60% pupil premium children passed the Phonics Screening Check at Year 1 and was affected by transience and SEND. In Year 2, only 4 children did not pass the Phonics Screening Check out of 8 Pupil Premium (50%). Oracy and pupil voice remains a high priority on the Academy Development Plan. Due to children coming into the Early Years considerably below national expectations, this will remain a priority and will remain a focus in year 1.</p>
Writing	<p>Writing remains a high priority for the school. In 24/25, 54% of children made the expected standard and 5% greater depth. There were no greater depth disadvantaged writers and gaps between pupil premium and peers remain. Writing still remains below national expectations which is contributed to by the high levels of transience. A range of interventions and catch up programmes are in place to support the lowest attaining children to make accelerated progress towards end of KS2 national expectations.</p>

Maths	<p>Maths was considerably below national with 51% of children achieving expected standards at the end of KS2 and pupil premium children</p> <p>focus on arithmetic and Maths Mastery both in years 1 to 6 and Maths Mastery in Early Years. Leaders will keep Maths as a focus area due to the high levels of transience (60% stability IDSR: 2024). The MTC in Y4 had results that were higher than national including PP; Average score for Pupil Premium 20.7 (National all children 20.1) and Full Marks for Pupil Premium 47% (national all children 34%).</p>
Attendance and Punctuality	<p>During 24/25 there were some improvements in attendance, in particular, persistent absence. However, as a result of a number of high needs SEND pupils with Emotional Based School Avoidance, this is causing data to be below national. We have a Family Liaison Officer post to support families at risk of persistent absenteeism. Additional strategies are in place to support children and identify root causes of absence including the Attendance Tool carried out with parents. Children are supported by the Pastoral Team along with parents and carers. This will remain as a focus due to transience and an ever-changing school population. We must continue to work towards attendance being in line or better than national and in line with ABIE targets. (70% stability IDSR: 2025)</p>

Disadvantaged pupil performance overview for last academic year (2024/25)

Measure	ARE %	Greater Depth %
Reading at KS2	62	17
Writing at KS2	53	5
Maths at KS2	62	15
Combined at KS2	33	2
Phonics at end of Year 1	73	
Phonics at end of Year 2	92	

Further information

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 challenge and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Significant CPD will be implemented to further support teaching and learning.
- We will offer an enhanced range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and childhood experience. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported particularly to participate in the Inspire Challenge Awards, a bespoke holistic homework programme for each year group. Hearsall also offers the Inspire Challenge Awards as a homework and home/school liaison to give all children access to childhood experiences identified through National Trust 50 Things, DfE Activity Passport and closely matched to Inspire sequenced curriculum in History, Geography, Music, Art and D&T.

Planning, implementation, and evaluation

When planning our pupil premium strategy for 2025 to 2028, we identified through thorough monitoring and evaluation, a clear set of objectives to support disadvantaged pupils to move forward, make good progress and catch up to peers.

We triangulated evidence from data and pupil progress meetings, flipped monitoring book scrutinies, conversations with parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and schools with a wide demographic within our Trust to learn from their approach and strategies and share best practice.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of social disadvantage over time on educational outcomes and how to address challenges to learning as a result of socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and took into account research from the EEF, research from Sonia Blandford and the National College.

We used the [EEF's implementation guidance](#) to help us develop our strategy and the tiered approach to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We have put a robust evaluation framework in place for the duration of our strategy to secure better outcomes for disadvantaged pupils and ensure they have every opportunity given to them to facilitate success, progress and attainment.