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**Pupil premium strategy statement**

**Sandal Castle VA Community Primary School**

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

**School overview**

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| **Detail** | **Data** |
| Number of pupils in school | 618 |
| Proportion (%) of pupil premium eligible pupils | 27.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | M Hunt, Interim Headteacher |
| Pupil premium lead | B Russell, Assistant Headteacher |
| Governor lead | Julian Finn |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year  LAC | £236,530  £2,000 |
| Recovery premium funding allocation this academic year | £145,862 |
| Pupil premium (and recovery premium) funding carried forward from previous years | 0 |
| **Total budget for this academic year** | £384,392 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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| 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 ensuring those who are already high attainers make progress from their starting points.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker 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 attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the schools internal Tutoring Programme 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 all pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * adopt evidence based teaching interventions to support accelerated progress and high attainment from individual starting points * act early to intervene at the point need is identified * ensure effective support to sustain positive mental health and well-being is a priority impacting positively on improved outcomes at school and in later life * continue to support children and families impacted by the effect of the pandemic and current cost of living crisis and the impact of this on personal wellbeing, financial well-being and stability * ensure a breadth of extended school opportunity for all including disadvantaged pupils * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Early Language skills and vocabulary gaps - Assessments, observations, and discussions with pupils and staff indicate underdeveloped early language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Early Years Foundation Stage through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.   |  |  |  |  | | --- | --- | --- | --- | | EYFS Profile 2022 | | | | | Speaking | | Listening, Attn & Understanding | | | FSM | 64% | FSM | 73% | | All others | 90% | All others | 94% | |
| 2 | Early Phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.   |  |  |  |  | | --- | --- | --- | --- | | Phonics Years 1&2 | | | | |  | 2018 | 2019 | 2022 | | FSM | 69% | 92% | 76% | | All others | 86% | 87% | 85% | |
| 3 | Maths – Although attainment for disadvantaged pupils historically prior to 2022 has been above National all, progress in Maths is not in line with reading. Our aim is to accelerate pupils’ progress in Maths to be within the National acceptable progress measure. External assessments (2022) indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |  |  |  |  | | --- | --- | --- | --- | | Maths KS1 | | | | |  | 2018 | 2019 | 2022 | | FSM | 54% | 81% | 48% | | All others | 82% | 84% | 68% |  |  |  |  |  | | --- | --- | --- | --- | | Maths KS2 | | | | |  | 2018 | 2019 | 2022 | | FSM | 67% | 79% | 40% | | All others | 87% | 93% | 66% | |
| 4 | Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. This is despite the high quality remote curriculum in place, teaching of key worker pupils and creative ways in which teaching and learning took place during each lockdown.  This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths. These findings are supported by national studies.   |  |  |  |  | | --- | --- | --- | --- | | KS2 RWM Combined | | | | |  | 2018 | 2019 | 2022 | | FSM | 54% | 75% | 5% | | All others | 81% | 86% | 44% | |
| 5 | Our assessments, observations and discussions with pupils and families have identified an increased number of social and emotional issues. These challenges are particularly affecting our disadvantaged pupils, including their attainment.  Referrals for support remain relatively high with an increase in the number of pupils requiring additional support with social and emotional needs and receiving small group interventions. |
| 6 | Attendance – Our analysis and interrogation of attendance data evidences a higher % of absence for disadvantaged pupils than non-disadvantaged.  Persistent Absence - Our analysis and interrogation of attendance data evidences a higher % of persistent absence for disadvantaged pupils than non - disadvantaged.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Year 5 | Attendance | R | W | M | RWM | |  | 100% | 48% | 65% | 39% | 61% | |  | 95-99% | 59% | 38% | 34% | 31% | |  | 90-94% | 80% | 50% | 50% | 40% | |  | 85-89% | 33% | 25% | 42% | 25% | |  | <85% | 58% | 50% | 33% | 33% |   We are linked to the Wakefield Trinity initiative to involve Dads and Kids aiming to support and involve fathers.  FFS (Friendly Faces Smiling) link with South Wakefield Hub with whom we have an exclusive partnership with weekly, targeted intervention group to address barriers to engagement. |
| 7 | In ward mobility – complex cases which create a huge demand on school resources.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | 1 |  |  | 1 | 5 | 3 | 3 |   In future SLT will attend Fair Access Panels to seek to ensure balance across school in terms of meeting extreme levels of need.  Also pre-empting admission issues in order to balance intake and be able to meet need. |
| 8 | Emotional regulation and stability in readiness for academic learning – Ensuring effective support to sustain positive mental health and well-being is a priority. Observations indicate that a number of pupils continue to require bespoke programmes of support in the areas of SEMH.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | 11 | 4 | 15 | 11 | 5 | 12 | |  |  |  |  |  |  | |
| 9 | Family and Community - Discussions with families/individual parents highlights the effect of the pandemic and current cost of living crisis on personal wellbeing, financial well-being and stability. |

**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.

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| **Challenge number** | **Intended outcome** | **Success criteria** |
| 1 | Improved early language skills and vocabulary among disadvantaged pupils. | Impact of the NELI programme demonstrates improved early language skills.  Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of school improvement evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| 2 | |  |  | | --- | --- | | Improved phonic skills to ensure attainment and progress in reading is sustained |  | | Impact of the NELI programme demonstrates improved early language skills.  Impact of staff CPD and partnership with the English Hub to ensure effective delivery of the RWI phonics and spelling programmes will be visible in triangulation of school improvement evidence, phonic screening check outcomes and end of KS2 outcomes |
| 3 | Improved maths attainment and progress measures for disadvantaged pupils at the end of KS2. | Effective use of pupil premium funding will be visible; PPM evidence, school improvement triangulation. This will be demonstrated during all aspects of teaching and learning, including intervention teachers/leaders who will use evidence-based teaching interventions (EEF) to ensure our track record of children making rapid progress continues.  KS2 maths outcomes in 2024/25 will demonstrate that disadvantaged pupils meet the expected standard in line with the positive outcomes of 2019 (81%) and make better than expected progress. |
| 4 | Improved reading attainment among disadvantaged pupils. | Effective use of pupil premium and government recovery premium funding will be visible; PPM evidence, school improvement triangulation. This will be demonstrated during all aspects of teaching and learning, including intervention teachers/leaders who will use evidence-based teaching interventions (EEF) to ensure our previous track record of pupils making rapid progress is obvious.  KS2 reading outcomes in 2024/25 will demonstrate that disadvantaged pupils meet/surpass the expected standard in line with the positive outcomes of 2019 (84%) |
| 4 | Ensure that all children with complex needs achieve their potential in the widest sense | Observations, external reports and assessments will indicate and evidence that children joining us at the various points during the year, including pupils with the most complex needs, continue to make accelerated progress and achieve well from their individual starting points. |
| 5/8 | Sustain the externally recognised and validated high quality provision and practice for children with SEMH ensuring steps of progress, attainment and achievement by all. | Our commitment to ensuring our work to effectively provision map bespoke programmes of specialist support for our most vulnerable children will continue to be recognised and externally validated by Educational Psychologists and LA Senior Specialist Learning Support Officers.  Assessment data will demonstrate progress.  The impact of our continued priority to focus on sustaining the emotional health, mental health and well -being of all: Breakfast Club, Nurture groups, SEMH support, Forest School, ASC’s, Residential visits, visits, Music /performance opportunities will be visible; improved behaviour and attitudes to learning, social and emotional well-being, mental health and well-being, improved/sustained academic achievement  Improved life skills, confidence, self -esteem and aspiration – increase opportunities to experience aspiration via Primary Futures workshops, opportunities to learn to play instruments , learn languages, visit theatres, museums, gallery’s, various localities |
| 6/7 | To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by:   * attendance data, in line with national attendance data * the percentage of all pupils who are persistently absent being in line with national attendance data |
| 8 | To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2024/25 demonstrated by:   * qualitative data from pupil voice, pupil and parent surveys and teacher observations * a reduction in negative behaviours   an increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 9 | Sustain the schools community provision and support for families in need | School will continue to provide outreach to families and community members – mental health and well- being, emotional support  The school food bank will continue to provide much needed supplies for families each week – increased number of families  The trusting relationship between school, families and community will continue to underpin the vision and values of the school. |

**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: **£ 220,00**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources, build partnerships with the English Hub and fund ongoing teacher training and release time. | There is a strong evidence base that suggests early language skill interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1,4 |
| Improving spoken early language skills in young children around the time that they start school  Training for key members of staff to deliver NELI programme | EEF NELI Research outcomes; The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention> | 1,4 |
| Embedding of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  EEF Blogs  <https://educationendowmentfoundation.org.uk/news/eef-blog-told-four-evidence-informed-principles-to-promote-high-quality-talk-in-maths>  <https://educationendowmentfoundation.org.uk/news/using-storybooks-to-promote-high-quality-talk-in-maths> | 3,4 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff e.g Emotion Coaching and introduction role of Behaviour Mentor | 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 4,5,8 |
| Commitment to ensure existing Nurture provision continues to flourish  Training provided by Nurture Staff to other members of staff in order to ensure whole approaches are applied | <https://www.nurtureuk.org/>  <https://www.nurtureuk.org/what-we-do/awards/the-marjorie-boxall-quality-mark-award/>  EEF Toolkit  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 4,5,8 |
| Continued school commitment to ensuring the strength, quality and efficacy of the inclusion staffing structure to support extensive need. | 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):  <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf> | 5,6,7,8,9 |

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

**Budgeted cost: £130,500**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Invest in the NELI programme through additional training to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken early language skills. | Early 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:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  Interventions  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2,4 |
| Whole staff training on developing working memory | Recommendation from the LA Senior Specialist Learning Support Officer | 2,3,4 |

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

**Budgeted cost: £34,392**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Relaunch of the behavior policy and revisit whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4,5,7,8 |
| Whole staff training on emotion coaching | On recommendation from Wakefield LA Educational Psychologist | 5,7,8 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Further MHFA accreditation due to staff leaving and the need to train additional members of staff | [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training) | 5,7,8 |
| Deputy Headteacher for Safeguarding and Assistant Headteacher for Inclusion will continue to lead the intensive daily support and sign posting for parents. | 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 9 |
| Appointment of Inclusion Mentor | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5,7,8 |
| 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. | All |

**Total budgeted cost: £383,892**

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. This has been undertaken with caution recognising and reflecting upon the DfE guidance that; ***‘Pupils included in the 2021/22 school and college performance measures will have had an uneven disruption to their learning. We, therefore, recommend not making direct comparisons between schools or with data from previous years. Comparisons with local and national averages can be made cautiously to put an individual school or college’s results into context.’***  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. Our internal intelligence over time confirms that high quality teaching and learning experiences alone do not translate to high performance. The inclusive culture and ethos of the school, strength of relationships, breadth of staff expertise in delivering interventions (academic and Social Emotional Learning) combined with high quality teaching and learning do however equate to the high standards displayed prior to the pandemic. It is therefore wise to recognise that during the pandemic, pupils did not receive (due to absence, illness and partial closure) the well-rounded package of teaching, learning and support recognised as resulting in the highest standards and had limited opportunity to access their full extended curriculum offer and entitlement as in previous years.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic results for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.  EEF Families data for 2019 demonstrates clearly that attainment for non- disadvantaged and disadvantaged children at Sandal Castle was significantly above National all; Expected standard – Non 82%, Disadvantaged 81%, Reading Non 88%, Disadvantaged 84%, Writing Non 88%, Disadvantaged 84%, Maths Non 86%, Disadvantaged 81%.The significantly higher than National attainment of our disadvantaged pupils demonstrating that our strategy and approach to delivering high quality programmes of support to diminish gaps between disadvantaged and non is in fact highly successful.  However, data from the most recent tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 and the fact that pupils had reduced and limited opportunity to access their full curriculum offer and entitlement of teaching, learning and SEL support; the combination recognised in previous years as resulting in the highest standards. We also recognise and identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated due to limited coverage and irregular patterns of teaching due to staff absences.  The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.  Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our 21-24 plan.  Our observations and assessments demonstrated that pupil behaviour was previously positive and a strength of the school; recognised often by external professionals and visitors. However, challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.  These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

**Further information**

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| **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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). 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 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 by the LA to achieve an external perspective.  We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, and conversations with parents, pupils 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.  <https://v2.educationendowmentfoundation.org.uk/tools/families-of-schools-database/sandal-castle-va-community-primary-school-wf2-6as>  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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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. |