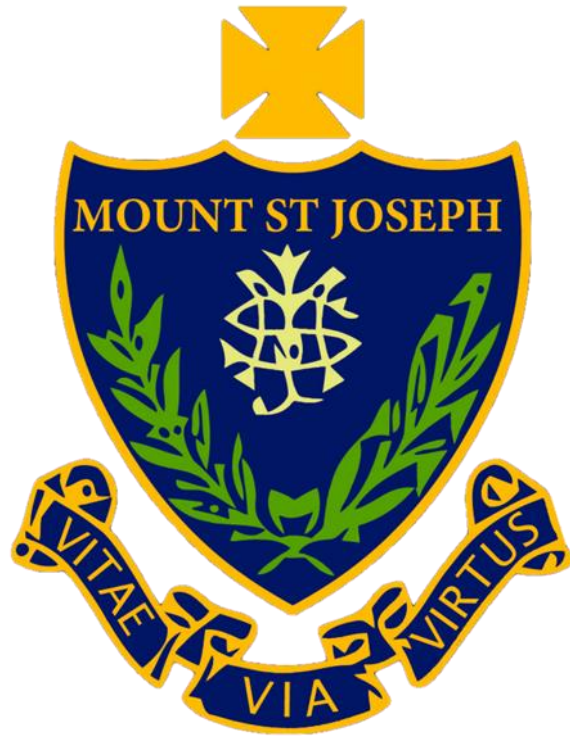




DFE PUPIL PREMIUM STATEMENT 2026-27

Pupil premium strategy statement for Mount St Joseph Catholic school

This statement details Mount St Joseph's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our 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. Plan commenced Sept 2024

School overview

Detail	Data
School name	Mount St Joseph Catholic School
Number of students in school	904
Proportion (%) of pupil premium eligible students	35.9
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/7
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs A Devany - Headteacher
Student premium lead	Mrs H Sweetman – Assistant Headteacher
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£387,900
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	£387,900

Pupil Premium Strategy plan

Statement of Intent

Mount St Joseph Catholic School is committed to ensuring that every pupil, regardless of background, circumstance or starting point, is known, valued and supported to flourish academically, socially, spiritually and personally. Guided by our Catholic mission and the belief that every child is created in the image and likeness of God, we are determined that disadvantage should never become a barrier to achievement, aspiration or future success.

Our Pupil Premium Strategy reflects our commitment to educational equity rather than equality. We recognise that disadvantaged pupils may experience additional barriers to learning, including those associated with socio-economic disadvantage, lower attendance, literacy gaps, special educational needs and disabilities, English as an Additional Language, social and emotional needs, reduced access to enrichment opportunities and wider contextual factors. Through a relentless focus on inclusion, belonging and high-quality teaching, we aim to remove these barriers so that every pupil can access an ambitious curriculum, participate fully in school life and achieve exceptional outcomes.

At Mount St Joseph, the Pupil Premium is not viewed as a separate programme of intervention but as an integral part of our whole-school improvement strategy. Improving outcomes for disadvantaged pupils is the responsibility of every leader, teacher and member of support staff. Our approach is underpinned by the principle that the greatest lever for improving outcomes for disadvantaged pupils is consistently excellent teaching within an inclusive classroom. Consequently, the largest proportion of our Pupil Premium funding is invested in strengthening classroom practice through evidence-informed professional development, instructional coaching, curriculum development, adaptive teaching and robust quality assurance.

Our strategy is firmly rooted in the best available educational research, particularly the Education Endowment Foundation's guidance on the effective use of Pupil Premium funding and implementation. We have adopted the EEF's tiered approach by prioritising:

High-quality teaching for every pupil every day.

Targeted academic support that is timely, evidence-informed and responsive to need.

Wider strategies that improve attendance, wellbeing, behaviour, belonging and access to wider opportunities.

These strands work together to create an inclusive learning environment where pupils experience high expectations, carefully planned support and consistently ambitious teaching.

Our strategic approach is also informed by the Department for Education's Inclusion Principles. We recognise that successful inclusion is achieved through strong leadership, early identification of need, high-quality teaching, meaningful partnerships with families and external agencies, inclusive environments, rich enrichment opportunities and a culture where every pupil feels safe, respected and able to belong. These principles are embedded throughout our curriculum, pastoral systems and wider school improvement priorities.

Our curriculum has been carefully designed to provide every pupil with access to powerful knowledge, rich vocabulary and cultural capital. We believe that disadvantaged pupils

deserve the same ambitious curriculum as their peers and that support should enable greater access to challenging learning rather than reducing expectations. Through our Excellence at MSJ Teaching and Learning Framework, adaptive teaching, disciplinary literacy, retrieval practice, explicit vocabulary instruction, metacognitive strategies and effective assessment, we aim to ensure that all pupils develop the knowledge, confidence and independence required for lifelong success.

We also recognise that academic success cannot be separated from attendance, wellbeing, behaviour, relationships and belonging. Our strategy therefore places significant emphasis on supporting pupils to attend regularly, engage positively with learning and develop the resilience, confidence and self-regulation required to succeed both within and beyond the classroom. Through targeted pastoral support, family engagement, attendance intervention, enrichment opportunities and carefully planned transition programmes, we seek to remove barriers before they become entrenched and ensure that pupils remain connected to school throughout their education.

Decision-making is driven by robust evidence. We use a wide range of information including attainment and progress data, attendance, behaviour, reading assessments, quality assurance activities, pupil voice, parental feedback, SEND information and pastoral intelligence to identify barriers to learning and evaluate the effectiveness of our provision. Funding decisions are reviewed regularly to ensure that resources continue to provide the greatest possible impact for disadvantaged pupils.

Implementation is supported through a structured cycle of planning, delivery, monitoring and evaluation. Senior leaders, governors, curriculum leaders and pastoral teams work collaboratively to monitor the quality of implementation and evaluate impact using a range of quantitative and qualitative evidence. Where evidence demonstrates that an approach is not delivering the intended outcomes, we adapt our strategy accordingly to ensure that funding continues to represent excellent value for money.

Ultimately, our ambition is that disadvantaged pupils at Mount St Joseph will leave our school with the knowledge, qualifications, character, confidence and aspirations to flourish in further education, employment and adult life. Success will be measured not simply by closing attainment gaps, but by ensuring that disadvantaged pupils attend well, participate fully, develop positive relationships, access rich opportunities beyond the classroom and achieve outcomes that enable them to lead lives of purpose, service and fulfilment.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress: Although outcomes for disadvantaged pupils at Mount St Joseph continue to improve and the attainment gap has narrowed in recent years, disadvantaged pupils continue to achieve less well than their peers across a number of curriculum areas. School assessment information, external examination outcomes, curriculum reviews and quality assurance activities indicate that disadvantaged pupils are more likely to experience barriers to sustained progress, particularly where literacy, attendance, prior attainment or SEND also present as additional factors. Improving progress through

	consistently high-quality teaching, adaptive practice and an ambitious curriculum therefore remains the school's highest priority.
2	Curriculum engagement, literacy and self-regulation: Quality assurance activities, lesson visits, book scrutiny, student voice and assessment information demonstrate that some disadvantaged pupils require further support to fully engage with challenging curriculum content. Reading fluency, disciplinary literacy, academic vocabulary, metacognitive strategies and self-regulation remain priorities across the curriculum. Evidence suggests that strengthening pupils' ability to plan, monitor and evaluate their learning improves independence, resilience and long-term attainment. Leaders therefore continue to prioritise high-quality teaching, explicit instruction, retrieval practice, adaptive teaching and metacognitive approaches across all subject areas.
3	Complexity of Need, SEND and Curriculum Access: A higher than national proportion of pupils with SEND, Education, Health and Care Plans, English as an Additional Language and wider vulnerabilities are also eligible for Pupil Premium. Many disadvantaged pupils experience multiple barriers simultaneously, including communication and interaction needs, cognition and learning difficulties, social, emotional and mental health needs and literacy gaps. Early identification, high-quality adaptive teaching and timely intervention are essential to ensure that all pupils can successfully access an ambitious curriculum and participate fully in school life.
4	Attendance and Persistent Absence: Attendance information demonstrates that disadvantaged pupils continue to attend less well than their non-disadvantaged peers, with persistent absence remaining disproportionately high. Reduced attendance limits access to high-quality teaching, curriculum continuity, enrichment opportunities and positive relationships with school. Improving attendance through early identification, strong family partnerships, pastoral support and targeted intervention therefore remains a significant priority.
5	Personal development, wellbeing and resilience: Student voice, pastoral records, behaviour information and discussions with pupils and families demonstrate that some disadvantaged pupils experience lower levels of resilience, confidence and self-regulation than their peers. These factors can impact engagement, behaviour, attendance and academic progress. Developing pupils' sense of belonging, emotional wellbeing, aspiration and resilience through high-quality pastoral support, enrichment opportunities and wider school experiences therefore remains an important element of our strategy.
6	Family engagement and aspirations: Evidence from parental engagement, attendance meetings, student voice and pastoral communication demonstrates that disadvantaged families can face additional barriers to engaging with school. Strong home-school partnerships are fundamental to improving attendance, behaviour, wellbeing and academic outcomes. Leaders therefore continue to prioritise effective communication, early

	intervention, parental engagement and wider partnership working to ensure pupils receive consistent support both in school and at home.
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Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress amongst disadvantaged pupils across the whole curriculum through consistently high-quality teaching, an ambitious curriculum and effective adaptive practice.	By the end of the current three-year strategy (2026/27), outcomes for disadvantaged pupils will demonstrate sustained improvement, including: • Progress 8 score of -0.2 or above • Attainment 8 average score of 4.5 or above • EBacc average point score of 4.2 or above • The attainment and progress gap between disadvantaged and non-disadvantaged pupils reduced to -0.25 or less and continue to align with national averages.
Improved literacy, curriculum engagement, metacognitive skills and independent learning behaviours amongst disadvantaged pupils.	• Reading assessments, curriculum reviews and teacher assessments demonstrate measurable improvements in disadvantaged pupils' reading fluency, comprehension and confident application of disciplinary vocabulary. • QA activities, student voice and homework monitoring demonstrate improved curriculum engagement, increased classroom participation, positive attitudes to learning and higher homework completion rates among disadvantaged pupils. • Pupil-level assessment data and Raising Standards reviews demonstrate the positive impact of targeted interventions, with disadvantaged pupils making sustained progress and gaps in attainment narrowing across the curriculum. • Disadvantaged pupils consistently demonstrate effective use of metacognitive strategies to independently plan, monitor and evaluate their learning, evidenced through QA activities and student voice.

To achieve and sustain improved personal development, wellbeing, aspirations and family engagement for disadvantaged pupils.	Sustained improvements will be demonstrated through: • Positive pupil, parent and staff voice indicating improved wellbeing, resilience, confidence and sense of belonging. • Increased parental engagement through parents' evenings, information events and pastoral meetings. • Increased participation in enrichment, careers education, leadership opportunities and wider school life, particularly amongst disadvantaged pupils. • Behaviour, pastoral and attendance information demonstrating improved engagement with learning and positive attitudes. • Disadvantaged pupils successfully progressing to sustained education, employment or training at the end of Key Stage 4.
To achieve and sustain improved attendance, punctuality and participation for disadvantaged pupils.	• Overall absence reducing to no more than 5%. • The attendance gap between disadvantaged and non-disadvantaged pupils reducing by at least 5%. • Persistent absence reducing to below 14% overall, with disadvantaged pupils no more than 2% above their peers. In addition, disadvantaged pupils will demonstrate increased participation in enrichment activities, educational visits, leadership opportunities and wider curriculum experiences, strengthening their engagement, belonging and access to the full life of the school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £290,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver consistently high-quality teaching through the Excellence at MSJ Teaching and Learning	EEF guidance identifies high-quality teaching as the greatest lever for improving outcomes for disadvantaged pupils. Instructional coaching sustained	1, 2, 3

Framework, supported by instructional coaching, deliberate practice and evidence-informed professional development.	professional development and robust implementation improve classroom practice. Impact is monitored through coaching, quality assurance, curriculum reviews and departmental evaluation.	
Develop adaptive teaching across all curriculum areas to ensure disadvantaged pupils, including those with SEND and EAL, can successfully access an ambitious curriculum.	EEF guidance highlights adaptive teaching, responsive instruction and effective scaffolding as improving curriculum access without lowering expectations. Implementation is monitored through learning walks, curriculum conversations and book scrutiny.	1, 2, 3
Strengthen disciplinary literacy, explicit vocabulary instruction and reading across the curriculum through a whole-school reading strategy.	The EEF Improving Literacy in Secondary Schools guidance recommends explicit vocabulary instruction and reading strategies across all subjects to improve curriculum access.	1, 2, 3
Embed key knowledge, effective questioning, metacognition and responsive assessment through the Excellence at MSJ lesson sequence.	EEF evidence identifies metacognition, retrieval practice and formative assessment as highly effective approaches that strengthen long-term learning and independent study.	1, 2, 5
Provide subject-specific professional learning through curriculum reviews, departmental development planning, Professional Learning Networks and collaborative practice.	Subject-specific professional development has greater impact than generic CPD and supports consistent implementation of evidence-informed practice.	1, 2
Provide structured Year 11 curriculum enhancement, including guided revision, extended learning opportunities and examination preparation.	Additional curriculum time improves curriculum coverage, retrieval, confidence and examination readiness when aligned to assessment evidence.	1, 2
Evaluate implementation through a robust quality assurance cycle including learning walks, curriculum reviews, student voice, book scrutiny, assessment analysis and instructional coaching.	EEF implementation guidance highlights that successful strategies require careful implementation, monitoring and evaluation to ensure sustained impact.	All

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

Budgeted cost: £80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted small-group and one-to-one tuition in English, Mathematics and other priority subjects, informed by assessment and curriculum need.	EEF evidence shows that targeted small-group tuition and one-to-one tuition can deliver significant gains when closely aligned to classroom teaching. Interventions will be diagnostic, time-limited and regularly reviewed for impact.	1,2,3
Deliver structured reading, literacy and vocabulary interventions for disadvantaged pupils identified through reading assessments and teacher assessment.	The EEF Improving Literacy in Secondary Schools guidance recommends targeted reading support alongside high-quality classroom teaching. Early intervention improves reading fluency, comprehension and access to the wider curriculum.	2,3
Provide targeted academic mentoring and curriculum intervention for pupils at risk of underachievement, including disadvantaged pupils with SEND and EAL.	Targeted academic support is most effective when informed by diagnostic assessment and tailored to individual barriers. Regular review ensures support remains responsive to need.	1,2,3
Provide high-quality revision resources, curriculum knowledge expert sheets and guided independent study materials to remove barriers to learning beyond the classroom.	Removing financial barriers to essential learning resources supports independent study and homework. EEF evidence suggests homework has greatest impact when closely linked to classroom learning.	1,2,6
Deliver structured intervention programmes before, during and after school, including Year 11 intervention, holiday sessions and examination preparation.	Additional learning time is most effective when targeted, well-sequenced and aligned to curriculum content and assessment evidence, enabling misconceptions to be addressed before examinations.	1,2
Provide aspiration, careers and higher education programmes, including The Kings Trust, employer engagement and university partnerships.	Evidence suggests that high-quality aspiration programmes are most effective when combined with academic support and meaningful encounters that broaden pupils' knowledge of future education and career pathways.	5,6
Monitor the effectiveness of all targeted interventions through entry and exit assessment, attendance, pupil voice, progress reviews and quality assurance.	EEF implementation guidance emphasises that interventions should be carefully selected, implemented with fidelity and evaluated to ensure value for money and sustained impact.	All

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

Budgeted cost: £80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide strategic leadership through the ASPIRE (Pupil Premium) Coordinator to monitor provision, coordinate intervention and evaluate impact across the school.	EEF implementation guidance highlights that effective implementation, monitoring and evaluation are essential to achieving sustained impact. Strategic leadership ensures provision is evidence-informed, responsive to need and represents value for money e.g. Kings Trust and Flash Academy	1,2,3,4,5,6
Deliver a graduated attendance strategy including early identification, attendance action plans, family support, pastoral intervention and multi-agency working.	The DfE's attendance guidance identifies early intervention, strong relationships with families and rigorous monitoring as the most effective approaches to reducing persistent absence and improving attendance.	4,5,6
Strengthen parental engagement through parents' evenings, information events, attendance meetings, workshops and regular communication.	EEF evidence indicates that effective parental engagement can positively influence attendance, behaviour and academic outcomes when schools build strong, collaborative relationships with families.	4,5,6
Provide targeted pastoral, wellbeing and mental health support through the Intervention Centre, pastoral teams and external agencies where appropriate.	EEF evidence on Social and Emotional Learning demonstrates improvements in attitudes to learning, behaviour and academic outcomes when wellbeing support is delivered alongside high-quality teaching.	3,5
Provide financial support to enable disadvantaged pupils to access educational visits, enrichment activities, curriculum resources, music tuition and wider school experiences.	Removing financial barriers increases participation, belonging and access to cultural capital. Research suggests enrichment supports personal development, aspiration and long-term educational outcomes.	5,6
Deliver a comprehensive transition programme for disadvantaged pupils, including enhanced induction, summer school, literacy and numeracy support and family engagement.	EEF evidence suggests that well-planned transition programmes improve confidence, attendance, curriculum access and long-term engagement, particularly for vulnerable pupils.	2,3,5
Promote participation in leadership, careers education, student voice, extra-curricular activities	Participation in enrichment, leadership and careers programmes strengthens belonging, resilience, aspirations and social	5,6

and personal development opportunities.	capital, supporting improved engagement and future destinations.	
Monitor the impact of wider strategies through attendance analysis, behaviour data, pupil voice, parental feedback, quality assurance and governor review.	EEF implementation guidance recommends ongoing evaluation using quantitative and qualitative evidence to ensure interventions remain effective and resources are targeted where they have greatest impact.	All
External inclusion specialists are effectively utilised to deliver high-quality, evidence-informed CPD, strengthening staff knowledge, confidence and expertise in meeting the needs of SEND and disadvantaged pupils and embedding inclusive classroom practice.	CPD attendance records, staff evaluations, pre- and post-training confidence surveys, learning walks, lesson observations, student voice and QA findings demonstrate the consistent implementation of inclusive strategies and their positive impact on pupil engagement, participation and progress.	All

Total budgeted cost: £450500

Part B:

Review of outcomes in the previous academic year Student premium strategy outcomes
This details the impact that our student premium activity had on students in 2025 to 2026.

Mount St Joseph has achieved in line with national average for attainment 8 and grade 5+ for English and Maths for the 2026 cohort. External GCSE and vocational assessments in 2026 demonstrate a number of positive outcomes for disadvantaged pupils, with evidence of successful practice across both academic and vocational areas. The cohort included 54 Pupil Premium (PP) pupils, representing approximately 30.7% of the year group. As KS2 attainment data is unavailable for this cohort, Progress 8 cannot be calculated reliably from the school's own starting-point information. CAT data, alongside assessment and wider contextual information, has therefore been used to evaluate pupils' achievement and conversion from their starting points. There is clear evidence that disadvantaged pupils can achieve strongly at Mount St Joseph when effective curriculum implementation, high expectations and targeted support are combined. This is particularly evident within some of the school's strongest-performing curriculum areas. Separate Sciences achieved excellent outcomes overall, with 94.7% achieving grade 4+ in Chemistry, 89.5% in Biology and 89.5% in Physics. Creative Arts was another significant strength, with Art achieving 88.6% at grade 4+ and Photography approximately 87%, despite Photography pupils having a lower average CAT starting profile. There were also strong outcomes within vocational pathways, demonstrating the value of the school's broad curriculum in providing appropriate routes to
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success. Business achieved 23/32 Level 2 Pass or above, including 16 Distinction/Distinction* outcomes; all pupils entered for Drama achieved Level 2; and 26/29 Sport Studies pupils achieved Level 2 Pass or above. Music also demonstrated a positive Level 2 profile, while Health and Social Care achieved 27/37 Level 2 Pass or above.

The outcomes provide valuable evidence of effective practice that can now be built upon across the school. In particular, Separate Science, Art, Photography and strong vocational subjects demonstrate successful approaches to curriculum sequencing, feedback, completion monitoring, pupil ownership, additional support and parental communication. These areas provide internal models of effective practice which will inform further improvements for disadvantaged pupils across the curriculum.

The school's established Raising Standards and intervention structures also provided significant support for disadvantaged pupils during 2025–26. Year 11 pupils benefited from PDT mentoring, Lesson 7, targeted departmental intervention, weekend provision and additional revision opportunities. Regular Raising Standards meetings enabled leaders and departments to identify individual pupils, review learning gaps and coordinate appropriate intervention. At whole-school level, approximately 52% of PP pupils achieved grade 4+ and 33% achieved grade 5+ across GCSE entries. While a gap remains compared with non-PP pupils, these outcomes provide a clear foundation for further improvement and have enabled leaders to identify precisely where successful practice should be extended.

Learning from the 2026 outcomes has further strengthened the school's approach for 2026–27. Intervention will begin earlier and make greater use of Year 10 and early Year 11 assessment information, CAT data, reading information, attendance and attitudes to learning. PP pupils will be explicitly represented within departmental Raising Standards and intervention plans, with increasingly precise identification of pupils at key grade thresholds.

The school will continue to prioritise high-quality teaching as the most important strategy for improving outcomes for disadvantaged pupils, complemented by timely and targeted intervention. Greater emphasis on adaptive teaching, Foundational Skills, reading, vocabulary, extended writing, numeracy, reasoning, retrieval and long-term knowledge will support disadvantaged pupils to access an ambitious curriculum and successfully retain and apply their learning.

Overall, the 2025–26 outcomes demonstrate clear strengths and encouraging evidence of what works for disadvantaged pupils at Mount St Joseph. Strong outcomes within Separate Sciences, Creative Arts and vocational subjects demonstrate that pupils from disadvantaged backgrounds can successfully convert their potential into positive outcomes.

The priority for 2026–27 is therefore to build on these successes and transfer the strongest practice more consistently across the curriculum, supported by earlier

identification, high-quality adaptive teaching, precise intervention and strengthened leadership accountability for pupil progress and outcomes.

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
National College Professional Development	The National College
Lexonic Leap (Reading Intervention)	Lexonic
Carousel Learning	Carousel Learning
GCSEPod	GCSEPod
GL Assessments - CAT4, NGRT	GL Assessment
Arbor Management Information System	Arbor Education
EduKey Provision Mapping	EduKey
Flash Academy	Flash Academy EAL

Service student premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service student premium allocation last academic year?	N/A- we receive no funding.
What was the impact of that spending on service student premium eligible students?	N/A

Further information (optional)

Additional activities

Our Pupil Premium Strategy is complemented by a range of wider school improvement priorities that are funded through the school's core budget and other external funding streams. These activities strengthen the quality of education for all pupils whilst providing

additional benefits for disadvantaged pupils by improving curriculum access, inclusion, personal development and long-term outcomes.

These include:

- Continuing to develop the **Excellence at MSJ Teaching and Learning Framework** through high-quality professional development, instructional coaching and deliberate practice. Evidence from the Education Endowment Foundation (EEF) identifies improving the quality of teaching as the most effective way of improving outcomes for disadvantaged pupils.
- Embedding a consistent whole-school approach to **adaptive teaching**, ensuring all teachers are equipped to identify barriers to learning, respond effectively to individual needs and maintain high expectations for every pupil, including those with SEND, EAL and other vulnerabilities.
- Further strengthening our **whole-school reading strategy**, including disciplinary literacy, explicit vocabulary instruction, reading fluency and comprehension across all curriculum areas, ensuring disadvantaged pupils are fully able to access increasingly ambitious curriculum content.
- Continuing to refine our **curriculum review and quality assurance cycle**, including learning walks, curriculum conversations, book scrutiny, student voice and instructional coaching. This enables leaders to monitor implementation, identify emerging priorities and ensure that evidence-informed practice is embedded consistently across all departments.
- Delivering a broad programme of **personal development, enrichment and leadership opportunities**, including The Brilliant Club, The Duke of Edinburgh's Award, student leadership, educational visits, careers education, university engagement and extra-curricular provision. Financial barriers are removed wherever possible to ensure disadvantaged pupils participate fully in the wider life of the school.
- Continuing to strengthen attendance through a graduated approach including early identification, pastoral support, family engagement and multi-agency working, recognising that regular attendance is fundamental to successful learning and positive outcomes.
- Investing in staff professional learning through subject-specific networks, Professional Learning Networks (PLNs), National College programmes and collaborative practice, ensuring teachers continue to refine their classroom practice using the best available educational research.

Planning, implementation and evaluation

This strategy has been developed using the Education Endowment Foundation's implementation process and reflects the Department for Education's expectation that Pupil Premium funding should be used strategically to remove barriers to learning through evidence-informed practice.

In planning this strategy, leaders undertook a comprehensive evaluation of previous provision to identify the approaches that had the greatest impact on improving outcomes for disadvantaged pupils and those requiring further refinement. This evaluation drew upon internal quality assurance, assessment information, attendance data, behaviour records, curriculum reviews and pupil outcomes, alongside evidence from national research and local collaboration.

Leaders triangulated a wide range of evidence including:

- internal and external assessment outcomes;
- attendance and behaviour information;
- reading assessments and literacy screening;
- quality assurance evidence, including learning walks, book scrutiny and curriculum conversations;
- student, parent and staff voice;
- SEND reviews, pastoral intelligence and case sampling;
- departmental self-evaluation and curriculum reviews.

This evidence enabled leaders to identify the specific barriers experienced by disadvantaged pupils and ensure that funding is directed towards strategies most likely to improve outcomes.

Our strategy has been informed by a range of high-quality evidence, including:

- the Education Endowment Foundation's **Guide to the Pupil Premium**;
- the EEF **Implementation Guidance Report**;
- the EEF guidance reports on **Improving Literacy in Secondary Schools**, **Metacognition and Self-Regulated Learning**, **Special Educational Needs in Mainstream Schools** and **Making Best Use of Teaching Assistants**;
- Department for Education guidance on **Pupil Premium**, **Attendance** and **Behaviour**;
- evidence from Ofsted's current inspection framework and subject research reviews.

Implementation is monitored through a structured cycle of quality assurance and school improvement activity. Senior leaders, curriculum leaders and governors evaluate both the quality of implementation and its impact through instructional coaching, learning walks, curriculum reviews, assessment analysis, student voice, attendance reviews and departmental evaluation. This ensures that funded activities are implemented consistently, resources provide value for money and adaptations are made where evidence indicates greater impact can be achieved.

The strategy operates as a three-year plan but remains responsive to the changing needs of our pupils. Leaders review implementation and impact throughout the academic year, enabling resources to be redirected where necessary and ensuring that disadvantaged pupils continue to receive timely, evidence-informed support. Annual evaluation informs subsequent planning, creating a continuous cycle of improvement that supports sustained outcomes for disadvantaged pupils.