

Pupil premium strategy statement 2024-2027

This statement details Colchester County High School for Girls use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over the next three years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name:	Colchester County High School for Girls
Number of pupils in school	1201
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers	December 2024 to December 2027
Date this statement was published	31 December 2025
Date on which it will be reviewed	31 December 2026
Statement authorised by	Mrs Dawn Frost, Associate Principal
Pupil premium lead	Mrs Katherine Daniels
Governor / Trustee lead	Mr Laurence Jones, Chair of Governors

Funding overview – 2025-2026

Detail	Amount 2025-2026
Pupil premium funding allocation this academic year	£49,450
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	£49,450

Part A: Pupil premium strategy plan 2024-2027

Statement of intent

Our intent at CCHSG is to enrich the lives of all our students, no matter their background or prior attainment. The curriculum at Colchester County High School for Girls (CCHSG) is designed to enable students to:

- develop depth of knowledge
- have richness of experience
- develop their strength of character

At CCHSG students will develop the knowledge and skills to become life-long learners, to be independent, resilient, successful future leaders and enjoy life. This will enable our students to be prepared for the opportunities, responsibilities and experiences of adult life, and be able to compete in a sustainable global economy whilst making a positive contribution to society. The CCHSG curriculum also aims to promote a love of learning through subject mastery, social, spiritual, moral, and cultural opportunities alongside the mental and physical development of each student.

To that end, we aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our student groups. Our approach to achieve success with Disadvantaged students is therefore as follows:

Improve the progress of disadvantaged students through high quality teaching and learning.

- a) Ensuring the targets that have been set for disadvantaged students at CCHSG are aspirational and based in the upper limit of FFT.
- b) Ensure that PP students are represented fairly in all classes at CCHSG
- c) Ensure all staff are using data when planning for disadvantaged students and that this is evident on seating plans.
- d) Ensure that all subject meetings and Leadership meetings have a strong teaching and learning focus on disadvantaged students
- e) Develop whole school teaching and learning strategies to promote quality first teaching which will benefit disadvantaged students through the provision of subject specialist staff
- f) Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged students and that this is

planned for in lessons.

g) Champion reading and the benefits it can bring to everyone, not just PP students

h) High quality CPD provision for teachers based on evidence-based research, both internal and external

i) Additional curriculum support for pupil premium students through the provision of resources, equipment, funding for trips, access to extra-curricular opportunities and tracking student engagement

j) Pastoral support for pupil premium students through targeted support and interventions, including support for SEND, counselling, when necessary

k) Extra FSM provision to ensure students can learn by having a healthier and more substantial daily breakfast and lunchtime meal

Effectively use data tracking based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions.

a) Ensure all Departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.

b) Create an effective accountability cycle in which the progress of all disadvantaged students is discussed at all levels within the school structure, resulting in effective in and out of class interventions.

c) Use accurate data to target disadvantaged students for high quality small group interventions that rotate to ensure disadvantaged students receive support in all their subjects.

d) Monitor the effectiveness and quality of the interventions that disadvantaged students receive through QA and data tracking.

e) Monitor the use of data to target interventions across subject areas

f) Monitoring the progress of all PP students in terms of achievement, progress, behaviour and attendance after progress check

g) Implement an academic mentoring system using data tracking points to promote the academic progress, motivation and positive behaviour of disadvantaged students.

h) Share all findings with all relevant parties including governors and parents.

Ensure all PP students have a wide range of co-curricular activities available to them to support progress and enrich their education and raise aspirations.

- a) Development of the Curriculum Matrix to provide an enriching curriculum and co-curriculum
- b) Provide a wide range of co-curricular activities for disadvantaged students to engage with
- c) Ensure all disadvantaged students are supported and prioritised in the decision making of their extracurricular activities
- d) Provide disadvantaged students with the opportunities to visit higher education establishments as well as work experience and independent careers advice and guidance
- e) Provide disadvantaged students with opportunities to expand their Cultural Capital through enriching activities such as the theatre and art galleries
- f) All disadvantaged students to meet with the career adviser during KS4 to ensure they have timely and appropriate information, advice and guidance when it comes to higher education or careers guidance.

Our strategy is also integral to wider school plans for educational recovery and quality first teaching is at the heart of our strategy. Our approach will be responsive to individual needs and common challenges and will be led by diagnostic assessment, not assumptions.

Challenges

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

Challenge number	Detail of challenge
1	<p>Able students with gaps in subject knowledge or skills through underachievement, attendance or SEMH. Assessments, staff observation and discussions (including low stakes assessments) indicate that there are students who, as a result of their attitude to school/SEMH, may have attendance issues, gaps in their subject knowledge and an inability to integrate themselves fully into the school community by being able to access all opportunities that the school offers. We ensure these are addressed on an individual basis.</p>
2	<p>Resilience of learners and need for more self-regulation; Our observations and discussions with families suggest that some students have been over tutored and have therefore lost resilience towards their learning, especially at educational or key transition points. In general, all students would benefit from self-regulation advice.</p>
3	<p>Some PP students travel over 25 miles to get to school; Our observations and discussions with families, together with assessments, indicate that some PPG students as well students who travel over 25 miles to get to school can struggle with balancing travel and schoolwork.</p>
4	<p>PPG students who cannot freely access technology, educational materials or enriching experiences due to financial restraints can be disadvantaged in their studies compared to non-disadvantaged students, as well as in cultural capital.</p>
5	<p>Safeguarding, wellbeing and mental health concerns; Our observations and discussions with students and families have identified social and emotional issues for some students, such as disordered eating, anxiety, depression (diagnosed by professionals) and low self-esteem. Since the pandemic, pastoral support/referrals for support have increased.</p>
6	<p>Ensuring that pupil premium students, many of whom have English as an Additional Language (EAL) are given sufficient support on entry to the school and throughout Key Stage 3 and 4, especially with literacy and communication skills.</p>

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>To close any achievement gaps by providing a positive educational ethos and additional support across the curriculum. Quality first teaching is key through relevant and effective staff training/ development and smaller classes at KS4.</p>	<p>Students are achieving in line with/better than school average. Assessment data suggests that students are confident that they do not have any gaps in their knowledge 1:1 or small group sessions are in place and help address any gaps in knowledge (EN, MA, SC) Marking is formative and addresses clearly how students can move forward in their learning Quality first teaching by a subject specialist is evident in the classroom (lesson observations) Smaller classes at GCSE in English, Mathematics and Science Computer rooms and facilities open to students to complete and print their work. Technology and revision materials are available and support student development of deliberate practice Literacy and numeracy skills are targeted and supported in Key Stage 3 and Key Stage 4 Students make improved progress through the targeted implementation of intervention and wider support.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students and those particularly affected by SEMH issues across all subjects</p>	<p>Teacher reports and class observations suggest disadvantaged and SEMH students are more able to monitor and regulate their own learning. This finding is supported by academic data and pastoral referrals.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024 to 2027 demonstrated by:</p>

	<ul style="list-style-type: none"> Qualitative data from Student Voice, Student surveys, parent surveys and staff observations
To provide additional support for Disadvantaged and PP students facing emotional barriers to learning	<p>Pastoral support, academic mentoring and early help and support available</p> <p>Efficacy of Disadvantaged and PP students raised</p> <p>Students who travel more than 25 miles to school feel supported and barriers of transport are raised with Parents</p>
All disadvantaged students receive healthy food every day in school.	Eligible students take full advantage of the extra funding to enhance their breakfast and lunchtime food provision.
To provide enrichment and equal educational experiences for all students from disadvantaged backgrounds, so they are able to access co-curricular and wider life opportunities	<p>There are no barriers to school, trips or enrichment opportunities (including uniform, music lessons, cultural trips, Duke of Edinburgh's Scheme or access to academic co-curricular clubs)</p> <p>Trips and visits to universities, including virtual trips, raise aspirations and wider life experiences of PP students</p>
Pupil Premium students attend school and lessons regularly	Attendance data comparison nationally and across the school shows PP students' attendance is in line with their non-PP peers.
High quality and targeted CPD offer for staff to enable excellent teaching at CCHSG. CPD covers pedagogical, SEND, Subject Specific and Leadership and Management focused, which is in line with the recommendations from the Education Endowment Foundation (EEF) professional development guidance and National Professional Qualifications (NPQ) which is evidence based.	All teaching staff are subject specialists and engage with the school's evidence based CPD offer, as well as attending external CPD that enhances and develops their own subject knowledge, pedagogy and practice.

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. The 2025-2026 Budget total is: **£49,450**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,900

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Quality First Teaching EN/MA/SC smaller classes	EEF Toolkit (+2 months)	£9K per annum	1/6
CPD for ECTs and RQTs to ensure all supported in delivering Quality First Teaching	The Early Career Framework	£500 per annum	1/6
Marking is formative and supports students moving forward in their learning. Calendared work scrutiny and CPD available to support staff Staff do not spend time on ineffective marking strategies.	EEF Toolkit (+6 months learning) EEF Marking review (2016) Hattie and Timperley (2007) Sutton Trust 2011 Report Bromley, M (2019) Black and Wiliam, Inside the Black Box (1998)	£200 for additional CPD	1/2/6
Further developed CPD on Rosenshine and other metacognitive strategies (including Walkthus) allows staff to develop and embed their pedagogy within the classroom which supports cognitive load and mitigates against cognitive overload. Students are encouraged to become Self-regulated learners	Sutton Trust 2011 EEF Toolkit (+7 months learning) Research Schools Sweller (1988) Bromley, M (2019)	£100 for additional CPD resources like Teaching and Learning focused bulletins	1/2/6

	Rosenshine, B Principles of Instruction (2012) EEF Toolkit (+7 months)		
Subject Mastery is part of the CPD programme and is focused around evidenced informed practice	Teacher Development Trust's Developing Great Teaching Department for Education Standard's for Teachers EEF Toolkit (+5 months)		1/2/6
Homework tasks are planned and targeted to reinforce metacognition, knowledge gaps and to embed learning	EEF Toolkit (+5 months)		1/2/6
Reading and reading comprehension is positively encouraged and celebrated as a community via NGRT Reading Tests programme and in DEAR reading sessions in form time	EEF (+ 6 months) Quigley, A 'Closing the Reading Gap'.	£2K	1/6
Development of Staff Academic Library (supporting Teacher Development) to ensure classroom teaching and interventions are evidenced based and appropriate.	Darling-Hammond et al (June 2017) Standard for teachers' professional development, DfE (July 2016)	£100	1/2/5/6

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Cost:	Challenge number(s) addressed
1:1 and small group Academic Mentoring available to Disadvantaged students requiring support by both CCHSG Department staff and linked staff (MA/EN/Language Assistants, incl. resources for these sessions)	EEF Toolkit (+5 months) EEF Putting evidence to work: A School's Guide to Implementation	£3,190	1
Training for Peer Mentors to raise the quality of targeted peer mentoring in departments	EEF Toolkit (+5 months)	£500	1/2/3
Focused, regular data monitoring (incl attendance) of Disadvantaged Students	Monitoring Education – Carol Taylor Fitz-Gibbon Teaching backwards Mark Burns (2014)	£1K	1
Parental Engagement via Information evenings and separate evening addressing support for students travelling more than 25 miles to school. (including MADE session on Revision strategies and Pastoral Team session on 'Don't feed the Monster'.	EEF Toolkit (+5 months) EEF Working with Parents to support Children's learning: Guidance report	£100	3
MADE Training to support Metacognition and self-regulated learning, with Parent session	Sutton Trust 2011 EEF Toolkit (+7 months learning) Research Schools	£3K	1/2/6

	Sweller (1988) Bromley, M (2019) Rosenshine, B Principles of Instruction (2012)		
ANSPEAR Survey to all Year Groups (Pupil Attitude to School Survey)	GL Assessments used with EEF. Assessments created in conjunction with King's College London and the University of York	£1.5K	2/3/5
Revision materials/ key texts and revision sessions available to students who may not be able to afford these due to financial constraints. Allowing independent revision to take place.	EEF – How metacognitive strategies can support independent learning and revision – An EEF School Case Study – Oldham Sixth Form College	£2K	4
Laptops available in the Library for PPG students to use to enhance their learning and support with wider research and study skills		£5,210	1/4
EAL Co-ordinator to monitor and track EAL students (including those who are PPG) and who can offer CPD to staff who require support with strategies and pedagogy with EAL students	The Bell Foundation	£2.5K	3/6

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

Budgeted cost: **£19,000**

Activity	Evidence that supports this approach	Cost:	Challenge number(s) addressed
Rewards system is revamped and recognises wider school life and achievements	Shreeve et al 'Student perception of Reward and Sanction' (2006) M Rowland, Addressing Educational Disadvantage, (2021) p34. Culture	£2K for AWARDS	2/5
PSHCE develops self-regulation , resilience and study skills	Kearney, Perfectionism in a UK Secondary School (2018)	£500 for PSHCE association membership and resources new units	2
Ongoing CPD on TPP and Ordinarily Available strategies, including both Teaching Staff, Support Staff and Form Tutor focus.	Early Intervention Foundation (2020) 'Supporting children's social and emotional wellbeing as they return to school EEF, 'Social and Emotional Learning in Primary schools guidance report	£200	2/3/5
Additional Form Tutor allocated to Year groups to allow flexibility and 1:1 if required	EEF (+5 months)	£1K	5
To offer highly qualified counselling to support Pastoral Approaches via YES.	EEF, 'Social and Emotional Learning in Primary schools guidance report	£3.6K	5
Further development of the sensory wellbeing area for Disadvantaged/ SEMH/ SEND students	EEF, 'Social and Emotional Learning in Primary schools guidance report	£450	5

Contribution Disadvantaged to Breakfast/lunches Trips/Cultural Capital activities, equipment/ Uniform	EEF, 'Social and Emotional Learning in Primary schools guidance report	£10K	1/2/4
Support for Wellbeing clubs/activities that build efficacy and enjoyment. Allow for social interaction	EEF, 'Social and Emotional Learning in Primary schools guidance report	£500	1/2
Targeted Attendance monitoring via Attend and reviewed fortnightly by Pastoral Team.	Understanding School Attendance, Educational Attainment, and Labour Market Outcomes – University of Strathclyde 2024.	£750	1

Total budgeted cost: £ 49,900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

CCHSG Pupil Premium 2024-2025

During the academic year 2024-25, the school received £50,807 Pupil Premium Grant funding (PPG). The school anticipates receiving approx. £49,450 Pupil Premium Grant in 2025-2026, however this is dependent on the school census.

The PPG is made up of £1,075 Pupil Premium for each student eligible for free school meals (FSM) including those students who have been entitled to FSM in the preceding 6 years (EVER6FSM).

The Service Premium is paid to the school for those students whose parent(s) are in the armed services and is £350 per student. For 2024-2025 the Service Premium received by the school was £2,700 (9 Students). In 2025-2026 the school anticipates receiving approx. £4,550 (13 students) in Service Premium funding.

The school uses PPG funding to support systems and processes which ensure continued progress and academic achievement for those in vulnerable groups. The school will also continue with programmes, projects and initiatives which support the engagement and involvement of disadvantaged students. The school reserves the right to allocate Pupil Premium resources to other disadvantaged students who may not necessarily qualify for Pupil Premium.

Our aims in using this additional funding are to:

- Help close any achievement or attendance gaps by providing additional support and opportunities across the curriculum, for example; one to one tuition in English and Mathematics. In addition we will continue to support quality first teaching across the curriculum through relevant and effective staff training and development and smaller classes at Key Stage 4 in the Core Subjects.

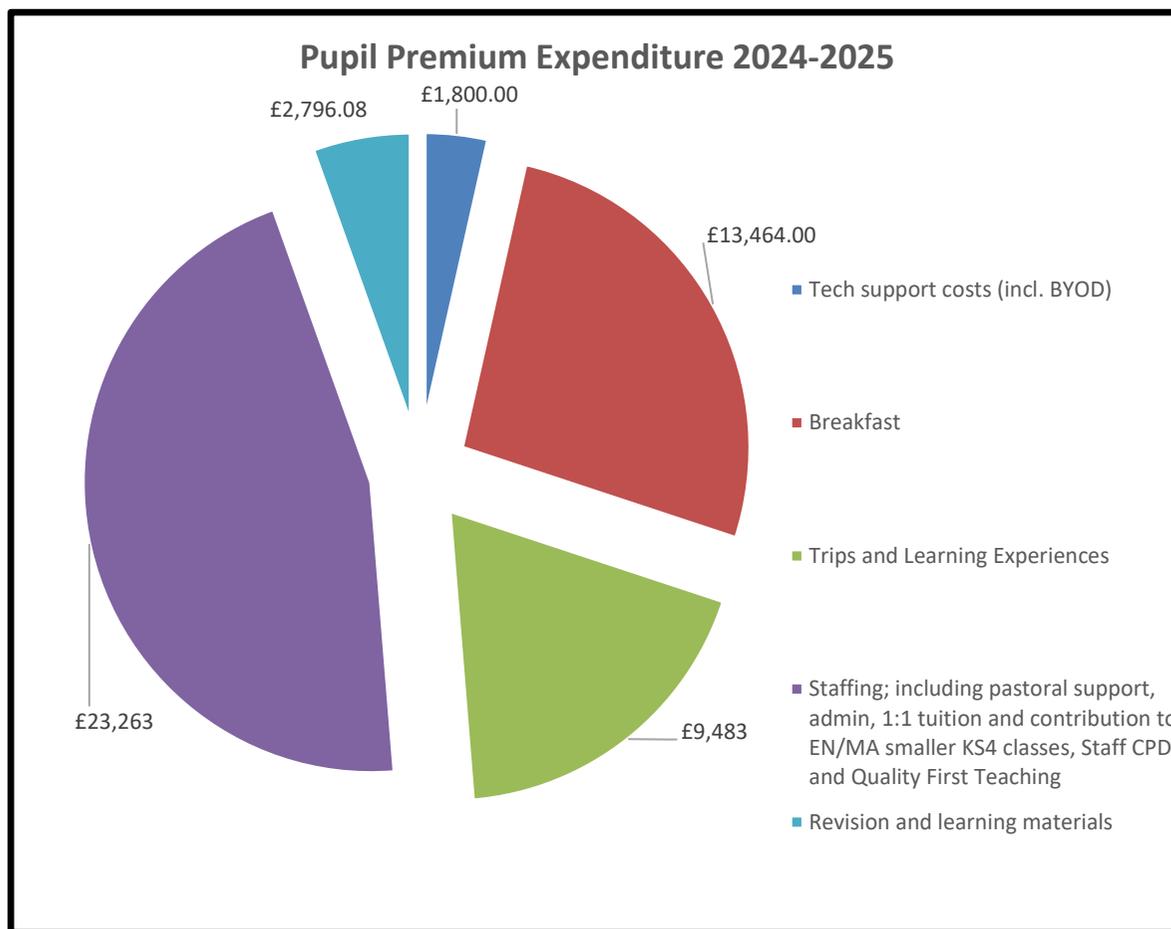
- Provide additional academic support to help students achieve their potential at GCSE and beyond for example through providing revision materials, access to revision workshops, and academic mentoring.
- Provide additional support for students facing emotional barriers to learning (social, moral, economic or cultural) for example through providing counselling or individual support from Pastoral Assistants or external agencies.
- Ensure students from disadvantaged backgrounds are able to access co-curricular opportunities, for example through subsidising music lessons, educational trips and visits or other cultural experiences from which the student would benefit.

In addition, at CCHSG all students who are eligible for FSM receive a free breakfast every day from our dining hall breakfast or break time service.

Parents of Years 7-11 Pupil Premium students have been notified about the additional funding and the school's planned support. While parent suggestions are welcome, the school makes the final decision on how the grant is used. The school uses robust monitoring and support systems. In the 2024-2025 GCSE season, Pupil Premium students performed above the national average (2019 data), but below their CCHSG peers in P8 (ALPS). Improving these outcomes is a priority for classroom teaching, tracking, and interventions ahead of the 2025-2026 exams.

	FSM (7 students)	PPG students (9 students)	Whole cohort (191 students)	National Average
P8 (ALPS)		+1.02	+1.34	Awaiting data
A8	70.29	70.50	80.29	46.7 (2019)
ENMA 5+	100%	100%	100%	54.4% (2023)
EBacc 5+	85.71% (6/7)	77.78% (7/9)	86.39% (165/191)	21% (2023)
Entering EBacc	85.7% (6/7)	77.77% (7/9)	91.09% (174/191)	Awaiting data

Pupil Premium Grant 2024-2025 Review of Impact



Examples of PPG spending and impact:

- FSM students receive funding of £1.50 every day for breakfast.
- **Impact:** This allows FSM students to have food available in the morning, either before school or during break time, to support their participation in learning activities.

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- The attendance and academic progress of PP students are regularly monitored throughout the year to evaluate progress and determine necessary interventions. Focused support in English and Mathematics is offered to PPG students with the goal of enhancing GCSE results in Year 11. Comprehensive school-wide work scrutiny and learning walks prioritise PP students, ensuring achievement gaps are addressed and that curriculum rigor is maintained.
- **Impact:** Staff are clear on who the PP students are in their classes and are able to track their attainment. Data drops allow staff to see progress against the rest of the cohort. This measurement allows for bespoke interventions to be put in place to ensure that there are no gaps or missed opportunities. When needed, staff purchase extra subject specific materials to give to the PP students to help assist them with their studies.
- There has been a qualitative improvement in efficacy and written answers as a result of English 1:1 with both FSM and PPG students achieving a higher residual in English Literature than the whole cohort. 5/7 PPG students achieved a 7 or above in Mathematics with 8/9 achieving a 6 or above in Mathematics. Out of the 7 Year 11 PPG students who were part of the English 1:1 support initiative 6/7 achieved a 6 or above in both English Language and Literature.
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- Students in exam years received targeted support for public exams, such as Easter Revision sessions and Religious Studies sessions and materials for Year 10 PPG students.
- **Impact:** Students were able to have equitable access to materials to be prepared for their GCSEs. Barriers to revision were removed. 100% of Year 10 PPG students got a 5 or above in their GCSE Religious Studies. 6/8 got an 8 or above and 3/8 of PPG students got a 9. The 1 PPG student in Year 9 who was chosen to be part of the Most Able cohort participating in the Level 2 project achieved an A*.
- There have been several externally provided workshops to help raise student confidence and attainment across Key Stage 3 and 4. Maximise Revision Workshop for Year 7 held prior to their Year 7 examinations; Years 8, 9, 10 and 11 participate in MADE training which covers a variety of study skills and is partly funded by Pupil Premium.
- **Impact:** All students, including PP and Disadvantaged groups, gained confidence in their study styles and exam preparation. PP students learned alongside peers, promoting overall achievement. Higher education aspirations were fostered.
- FSM and PP students were funded for a range of learning experiences e.g. MADE training, author visits, e-Safety education that included PPG students.

- **Impact:** This has allowed students to participate in available opportunities, including involvement in activities such as the Radhika Sanghini Author visit. Students have had access to experiences that support learning new skills and the development of communication abilities. Funding trips and co-curricular activities has contributed to students' personal development in areas such as resilience, communication, and leadership. These provisions enable participation in school enrichment activities. The PPG fund also pays for a Guardian subscription, which provides students with access to world news in an appropriate format.
- Emotional well-being is monitored and all PPG and Disadvantaged students have access to counselling from our school counsellor or time with the KS3 and KS4 Pastoral Assistants/WARMS Team if required. This intervention also helps tackle any attendance issues that may be present with individuals.
- **Impact** – There is a positive qualitative perception by the students that CCHSG is a supportive environment. Students are given strategies to help with their emotional well-being and have a greater ability to cope with internal or external pressures.
- Quality first Teaching for English, Maths and Science classes. Smaller class sizes, with focus on marking and feedback.
- **Impact** – Quality first teaching, tracking and monitoring of PPG student progress as a group, along with staff emphasis on marking and feedback, have led to all Year 11 PPG students (2025 GCSE cohort) recording higher results in certain curriculum areas compared to their mock examinations.
- Financial support for PPG students to purchase a BYOD.
- **Impact-** 3 PPG students supported in purchasing a device that they can use both in school and at home. The device is equipped with Smoothwall safeguarding for parental monitoring.

Externally provided programmes

Programme	Provider
Study Skills/Revision sessions	MADE Training
SEMH support	YES

Service pupil premium funding

Measure	Details																		
<p>How did you spend your service pupil premium allocation last academic year?</p> <p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service Pupil Premium had the same opportunity of education as Pupil Premium students. They were allocated funds alongside PPG for 1:1 Tuition, Quality First Teaching and other resources and opportunities as the year progressed, like Trips and Visits and DofE programme.</p> <p>Service Children achieve above the school average and receive equity of opportunity and experience.</p> <p>For 2024/2025 we had 9 Service Pupil Premium Students, 1 in Year 11.</p> <table border="1" data-bbox="981 571 1899 1189"> <thead> <tr> <th></th> <th>Service Children (1 students)</th> <th>Whole cohort (191 students)</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>88</td> <td>80.55 – All 71.25 – High Attainers</td> <td>46.7 (2019)</td> </tr> <tr> <td>ENMA 5+</td> <td>100%</td> <td>100%</td> <td>54.4% (2023)</td> </tr> <tr> <td>APS</td> <td>8.67</td> <td></td> <td></td> </tr> </tbody> </table>				Service Children (1 students)	Whole cohort (191 students)	National Average	A8	88	80.55 – All 71.25 – High Attainers	46.7 (2019)	ENMA 5+	100%	100%	54.4% (2023)	APS	8.67		
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Further information (optional)

CCHSG is following the Essex County Council 'Disadvantaged Champion' strategy and wider network. As a consequence, there are numerous training/conference and networking opportunities throughout the year, ensuring CCHSG keeps up to date with current research strategies for Disadvantaged students. This allows schools across Essex to share good practice, engage with wider academic research and offer CPD to staff at school. At CCHSG we appreciate that Disadvantaged status does not always come with an official title. We teach individuals, not labels.

We have our own bespoke disadvantaged groups including those who travel more than 25 miles to school. We aim to be experts in our students and follow the 3R's – Restoration into school life, Relationships and Responding to need (M Roland 2021). We engage in Trauma Perceptive Practice (TPP) to ensure our staff are tuned in and sympathetic into the wider elements and trained in strategies to offer direct help when it is needed.

Planning, implementation and evaluation

When planning the Pupil Premium Strategy, we triangulated evidence from a number of sources of data including assessments, engagement in class and class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged students. We looked at a number of reports and studies about the effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address these challenges. Additionally, we looked at a number of studies about the impact of the pandemic on disadvantaged students and SEMH in general.

We used the EEF's implementation guidance and Marc Rowland's 'Addressing Educational Disadvantage' to help us develop our strategy and will continue to use both through the implementation of our activities.