



Pupil premium strategy statement: Westgate Academy 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westgate Academy
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	37% (157 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Katie Hill, Assistant Headteacher
Governor / Trustee lead	Stephanie Skelton, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,955
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	£223,955

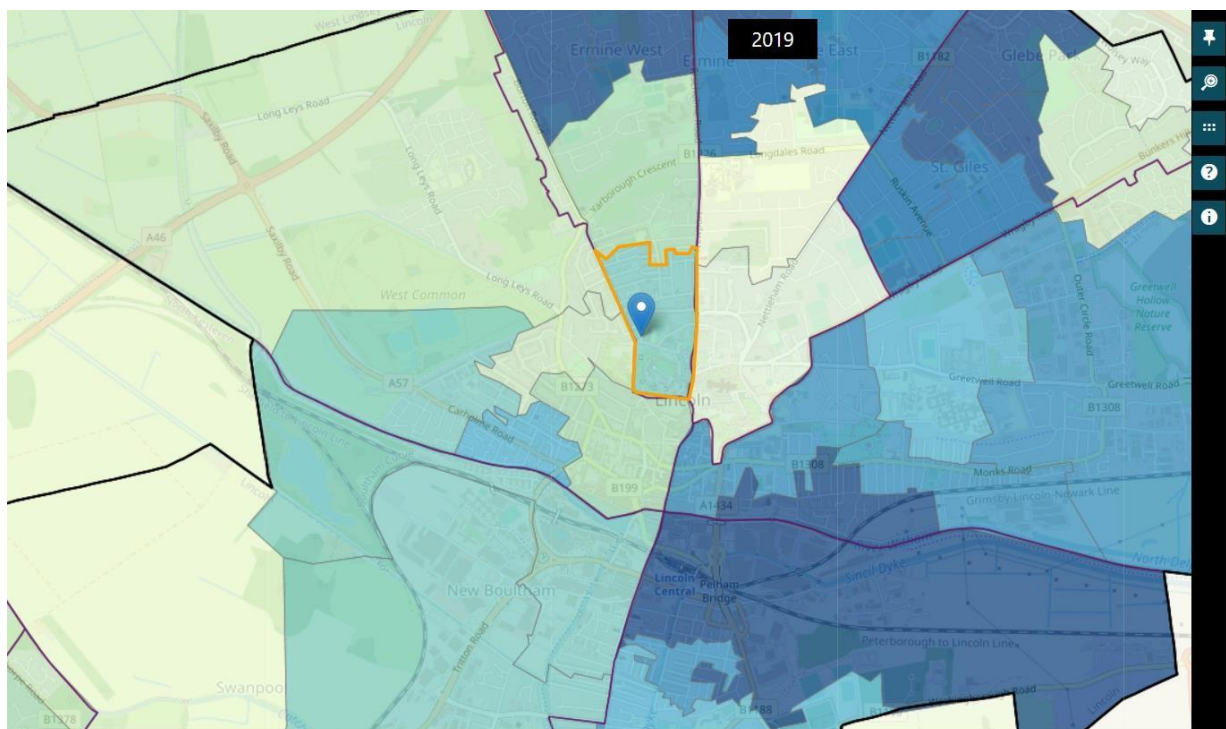
[Pupil premium strategy plan](#)

[Statement of intent](#)

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

[The context of the school](#)

The location of Westgate Academy itself, is within the Castle ward of the Lincoln local authority district. In 2019, this LSOA is ranked 14,726 out of 32,844 LSOA’s in England. This area, alone, is amongst the 50% most deprived neighbourhoods in the country. Pupils who attend Westgate academy are based in areas ranked the 10% and 20% least deprived, as well as areas which are in the 10% and 20% most deprived.



[Identified barriers to learning](#)

Westgate Academy have identified the following areas as potential barriers to learning for some of our PP children.

- Poor attendance and/or late arrival at school.
- Social and emotional problems linked to home circumstances (domestic violence, separation, young carers, bereavement) resulting in low self-esteem, poor behaviour choices (which may

have been witnessed at home), difficulties making and maintaining friendships, limited concentration in class and problems socialising with others.

- Parental engagement with school – especially in regard to reading, homework completion and attendance.
- A reduced exposure to cultural/social activities due to lower household income.
- Home environments that are not conducive to study (with fewer resources or overcrowding).
- Limited access to after school clubs and activities that promote physical well-being/fitness and a wider understanding of the world around them (cultural capital)
- Lower standards in vocabulary and comprehension concepts – caused by limited life experience, increased/inappropriate or excessive use of technology/social media.
- Not being ‘school ready’ – on entry to school our Year 3 children are below National expectations for Reading, Writing and Maths. Furthermore, pupil demonstrated, access to uniform and/or PE kits may be limited, Nutrition - pupils are sometimes hungry/thirsty as no breakfast has been provided at home.

Rationale for expenditure in 2023-2024

1. **Maintain relationships with hard-to-reach parents to improve engagement with teaching strategies and enhance pupil learning**
2. **Ongoing training and reviewing of accountability, outcome / progress and reporting systems.**
3. **Enable access to resources and opportunities, in school, if identified as not being available at home.**
4. **Accelerate the progress for PP children to diminish identified differences.**

Principles for using the Pupil Premium Grant at Westgate Academy

Westgate Academy has a commitment to raise achievements for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this. Westgate Academy never confuses eligible pupils with low ability and strives to ‘bring out the best’ in this group of pupils and support them to achieve the highest levels. We have created an overall package of support aimed to tackle the range of barriers including professional development (focusing on improving outcomes for eligible pupils), raising the quality of teaching and learning, supporting language acquisition, improving parental engagement, offering opportunities for first-hand experiences and the development of literacy and numeracy skills.

Challenges

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

Challenge number	Detail of challenge
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1	Maintain relationships with hard-to-reach parents to improve engagement with teaching strategies and enhance pupil learning
2	Ongoing training and reviewing of accountability, outcome / progress and reporting systems.
3	Enable access to resources and opportunities, in school, if identified as not being available at home.
4	Accelerate the progress for PP children to diminish identified differences.

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
Progress and Attainment in Reading	Achieve above national average progress scores in KS2 Reading with attainment within 10% of school and national.
Progress and Attainment in Writing	Achieve above national average progress scores in KS2 Writing with attainment within 10% of school and national.
Progress and Attainment in Maths	Achieve above national average progress scores in KS2 Maths with attainment within 10% of school and national.
Phonic intervention and development for pupils in lower school (Years 3&4)	Pupils who failed both Year 1 and Year 2 Phonics Screening Check at their respective infant schools, pass or are within 10% of pass rate in Year 3 and/or Year 4
Other	Ensure attendance of disadvantaged pupils is above 95%

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 (e.g. additional adult support, intervention, CPD)

Budgeted cost: **£85,207**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils' achievement will be in line with non-disadvantaged children by the end of KS2 in reading, writing and maths combined.	<p>Chosen action / approach</p> <p>1:1 and small group support in Reading, Writing and Maths – targeted through assessment point outcomes and gaps in learning</p> <p>What is the evidence and rationale for this choice?</p> <p>Small group, regularly boosted sessions in reading and maths have been a very successful strategy used in the past.</p> <p>How will we ensure it is implemented well?</p> <p>Termly progress outcomes for Reading, Writing and Maths.</p>	4

Wider strategies (e.g. attendance, behaviour and wellbeing)

Budgeted cost: **£93,767**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The improved wellbeing of all pupils will ensure disadvantaged children attend regularly, function positively within the classroom and receive targeted emotional provision delivered by the schools Support Team for Additional Needs (STAN) department.</p>	<p>Chosen action / approach</p> <p>Social inclusion groups</p> <p>Transition support</p> <p>Social and emotional intervention groups</p> <p>Peer support groups</p> <p>What is the evidence and rationale for this choice?</p> <p>Small group, regular nurture provision has always been successful and effective in previous years</p> <p>How will we ensure it is implemented well?</p> <p>Continuous tracking and termly analysis of exclusion rates.</p>	<p>1,2,3</p>
<p>The improved parental engagement and support will ensure disadvantaged children approach school positively</p>	<p>Chosen action / approach</p> <p>Family support worker to support vulnerable pupils</p> <p>What is the evidence and rationale for this choice?</p> <p>The role of the family support worker is vital in our school in providing a point of contact for our vulnerable families</p> <p>How will we ensure it is implemented well?</p> <p>Incidents of safeguarding are always dealt with in the appropriate way. Children & parents continue to seek advice & counsel when required.</p>	<p>1</p>

<p>Transport to and from school offered to children in an aim to increase attendance.</p>	<p>Chosen action / approach</p> <p>Provide taxi services to children who have poor attendance and struggle to commute to school.</p> <p>What is the evidence and rationale for this choice?</p> <p>An increased attendance rate will impact positively on attainment and progress.</p> <p>How will we ensure it is implemented well?</p> <p>Attendance meetings will show a positive impact.</p> <p>Termly progress outcomes for Reading, Writing and Maths.</p>	<p>1,4</p>
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[Wider Opportunities \(e.g. extra curriculum activities\)](#)

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The opportunity to access extra curricular activities. For example: music lessons, school trips , clubs and experiences.</p>	<p>Chosen action / approach</p> <p>Funding available for trips, music lessons and clubs.</p> <p>Three PPG funded places per Synergy club.</p> <p>Wild in the Woods experience offered to selected PPG children.</p> <p>What is the evidence and rationale for this choice?</p> <p>This will enable children to be provided with experiences that would not usually be available to them.</p> <p>How will we ensure it is implemented well?</p> <p>Increased uptake from PPG children in the wider experiences being offered.</p>	<p>3</p>

<p>The development of a sensory room for children to access when required.</p>	<p>Chosen action / approach</p> <p>A sensory room to be developed in an existing space in the school.</p> <p>What is the evidence and rationale for this choice?</p> <p>A sensory room will enable children a calm, safe space to regulate. In turn, this should decrease behaviour incidents.</p> <p>How will we ensure it is implemented well?</p> <p>Continuous tracking and termly analysis of exclusion rates.</p>	<p>3</p>
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Total budgeted cost: £223,955

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 2022 to 2023 academic year.

End of Year (AP3) Assessment Results 2023

YEAR 3: PPG CHILDREN

READING

	AP1		AP2		AP3	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	16%	48%	29%	53%	52%	64%
GDS	3%	25%	6%	30%	10%	35%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG								
	Baseline		AP1		AP2		AP3	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
3CH	-4	-3	-1	-5	-3	-4	-2	-2
3HB	-12	-1	-12	-2	-5	-1	-3	2
3CS	-1	0	-6	-2	0	0	0	2
3SM	5	-2	1	-4	5	0	7	2
Total Year Group	-3	-2	-5	-3	-1	-1	1	1

MATHS

	AP1		AP2		AP3	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	6%	39%	6%	36%	45%	60%
GDS	0%	1%	0%	3%	0%	18%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG								
	Baseline		AP1		AP2		AP3	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
3CH	-6	0	-12	-5	-11	-4	-8	2
3HB	-7	-2	-17	-7	-11	-4	-4	1
3CS	-6	-2	-11	-6	-6	-4	-1	1
3SM	0	-3	-6	-8	-4	-9	0	-4
Total Year Group	-5	-2	-11	-6	-8	-5	-3	0

YEAR 3: WRITING

	SEN	NON SEN	PPG	NON PPG
EXS+	5%	42%	14%	42%
GDS	0%	4%	0%	5%

Year 3 (110 pupils)					Progress		Target	Actual	Difference	
Year 3 (110 pupils)	No.	%	Y1	Y2	Y3	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	KS1 TA - KS2 TA	KS1 - KS2
All Pupils	110	100	-	-	5.5	-	5.5	24	-	-
Males	64	58.2	-	-	4.7	-	4.7	24	-	-
Females	46	41.8	-	-	6.4	-	6.4	24	-	-
In Care	2	1.8	-	-	6	-	6	24	-	-
FSM	31	28.2	-	-	5.4	-	5.4	24	-	-
Not FSM	79	71.8	-	-	5.5	-	5.5	24	-	-
Pupil Premium	29	26.4	-	-	5.4	-	5.4	24	-	-
Not Pupil Premium	81	73.6	-	-	5.5	-	5.5	24	-	-
All SEN	21	19.1	-	-	5.1	-	5.1	24	-	-
Education, health and care plan	3	2.7	-	-	5.3	-	5.3	24	-	-
Not SEN	89	80.9	-	-	5.6	-	5.6	24	-	-
Academically More Able	0	0	-	-	-	-	-	-	-	-
Not Academically More Able and Not Talented	110	100	-	-	5.5	-	5.5	24	-	-
EAL	14	12.7	-	-	4.1	-	4.1	24	-	-
Not EAL	96	87.3	-	-	5.6	-	5.6	24	-	-

At this point in the year, we would expect children to have made at least six steps progress in Writing.

YEAR 4: PPG CHILDREN

READING

	AP1		AP2		AP3	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	38%	45%	37%	54%	52%	59%
GDS	4%	12%	7%	7%	12%	26%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG						
	AP1		AP2		AP3	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
4WF	-6	-4	-4	-6	-3	-2
4MS	-5	-7	-7	-7	-6	-4
4SA	-14	-9	-10	-8	-7	4
4DS	-8	-4	-1	-3	-1	0
Total Year Group	-8	-6	-6	-6	-4	0

MATHS

	AP1		AP2		AP3	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	12%	25%	21%	33%	42%	55%
GDS	0%	0%	0%	0%	9%	13%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG						
	AP1		AP2		AP3	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
4WF	-17	-12	-13	-11	-7	-6
4MS	-7	-7	-6	-5	-3	-1
4SA	-10	-13	-8	-11	-3	-4
4DS	-11	-9	-8	-6	-1	0
Total Year Group	-11	-10	-9	-8	-4	-3

YEAR 4: WRITING

	SEN	NON SEN	PPG	NON PPG
EXS+	8%	39%	23%	35%
GDS	0%	6%	0%	6%

Year 4 (120 pupils)							Progress		Target	Actual	Difference
Year 4 (120 pupils)	No.	%	Y1	Y2	Y3	Y4	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	KS1 TA - KS2 TA	KS1 - KS2
All Pupils	120	100	-	-	4.4	5	-	9.5	24	-	-
Males	56	46.7	-	-	4	4.7	-	8.7	24	-	-
Females	64	53.3	-	-	4.8	5.2	-	10.1	24	-	-
In Care	3	2.5	-	-	2.7	4	-	6.7	24	-	-
FSM	48	40.0	-	-	3.7	4.4	-	8.2	24	-	-
Not FSM	72	60.0	-	-	5.1	5.4	-	10.5	24	-	-
Pupil Premium	26	21.7	-	-	4	4.8	-	8.9	24	-	-
Not Pupil Premium	94	78.3	-	-	4.6	5	-	9.7	24	-	-
All SEN	26	21.7	-	-	2.7	4.1	-	7	24	-	-
Education, health and care plan	4	3.3	-	-	0.8	3.5	-	4.3	24	-	-
Not SEN	94	78.3	-	-	5	5.2	-	10.3	24	-	-
Academically More Able	0	0	-	-	-	-	-	-	-	-	-
Not Academically More Able and Not Talented	120	100	-	-	4.4	5	-	9.5	24	-	-
EAL	19	15.8	-	-	3	5	-	8.1	24	-	-
Not EAL	101	84.2	-	-	4.6	4.9	-	9.7	24	-	-

At this point in the year, we would expect children to have made at least 6 steps progress in Writing.

YEAR 5: PPG CHILDREN

READING

	AP1		AP2		AP3	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	43%	50%	55%	60%	56%	68%
GDS	5%	11%	3%	18%	6%	28%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG						
	AP1		AP2		AP3	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
5LR	-6	-12	-1	-7	-1	-4
5TM	-6	1	-3	2	0	3
5DW	-4	-7	-4	-4	-4	-4
Total Year Group	-5	-6	-2	-3	-1	-2

MATHS

	AP1		AP2		AP3	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	14%	38%	39%	53%	59%	75%
GDS	5%	0%	6%	9%	9%	23%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG						
	AP1		AP2		AP3	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
5LR	-6	-14	-1	-6	0	-1
5TM	-10	-7	-7	-2	-3	2
5DW	-11	-9	-8	-5	-5	-2
Total Year Group	-9	-10	-5	-4	-2	0

YEAR 5: WRITING

	SEN	NON SEN	PPG	NON PPG
EXS+	5%	63%	45%	53%
GDS	0%	26%	20%	21%

Year 5 (101 pupils)							Progress		Target	Actual	Difference	
Year 5 (101 pupils)	No.	%	Y1	Y2	Y3	Y4	Y5	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	KS1 TA - KS2 TA	KS1 - KS2
All Pupils	101	100	-	-	4	5.5	6.8	-	16.2	24	-	-
Males	53	52.5	-	-	3.1	5.1	6.6	-	14.9	24	-	-
Females	48	47.5	-	-	5	5.8	7.1	-	17.6	24	-	-
In Care	2	2.0	-	-	1	8	6.5	-	12	24	-	-
FSM	29	28.7	-	-	2.8	4.8	6.8	-	14	24	-	-
Not FSM	72	71.3	-	-	4.5	5.8	6.9	-	17.2	24	-	-
Pupil Premium	20	19.8	-	-	3	5.2	6.2	-	14.3	24	-	-
Not Pupil Premium	81	80.2	-	-	4.3	5.5	7	-	16.8	24	-	-
All SEN	20	19.8	-	-	1	3.3	7.4	-	11.7	24	-	-
Education, health and care plan	3	3.0	-	-	2	1	11.3	-	14.3	24	-	-
Not SEN	81	80.2	-	-	4.9	6.1	6.7	-	17.6	24	-	-
Academically More Able	0	0	-	-	-	-	-	-	-	-	-	-
Not Academically More Able and Not Talented	101	100	-	-	4	5.5	6.8	-	16.2	24	-	-
EAL	15	14.9	-	-	4.5	5	6.4	-	16	24	-	-
Not EAL	86	85.1	-	-	3.9	5.5	6.9	-	16.3	24	-	-

At this point in the year, we would expect children to have made at least 6 steps progress in Writing.

YEAR 6: PPG CHILDREN

READING

	AP1		AP2		P.SATs		SATs	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	37%	52%	62%	74%	64%	78%	57%	79%
GDS	8%	18%	13%	29%	19%	27%	15%	29%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG										
	BASELINE		AP1		AP2		P.SATS		SATs	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
6AJ	-3	-10	-4	-7	0	-1	0	0	2	0
6MG	-6	-7	-4	-5	-1	0	-1	-1	0	0
6HM	-8	-2	-8	-5	-4	1	0	2	-2	3
6RB	-1	-2	-1	-1	5	3	5	1	2	1
Total Year Group	-5	-5	-4	-4	0	1	1	1	1	1

MATHS

	AP1		AP2		P.SATs		SATs	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
EXS+	34%	43%	32%	45%	45%	66%	51%	71%
GDS	3%	6%	6%	4%	15%	26%	13%	23%

How far away are children from their End Of Year targets (average)?

Average points from target PPG / Non PPG										
	BASELINE		AP1		AP2		P.SATS		SATs	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
6AJ Set 2	-11	-7	-7	-5	-7	-5	-4	-1	-3	0
6MG Set 3	-6	-8	-5	-7	-4	-6	-1	-3	-1	-2
6HM Set 1	-11	-9	-6	-6	-6	-5	-2	0	-2	0
6RB Set 4	-7	-11	-5	-7	-3	-6	1	-4	1	-1
Total Year Group	-9	-9	-6	-6	-5	-5	-1	-2	-1	-1

YEAR 6: WRITING

	SEN	NON SEN	PPG	NON PPG
EXS+	34%	67%	57%	71%
GDS	0%	22%	14%	18%

Writing

Year 6 (120 pupils)									Progress		Target	Actual	Difference
Year 6 (120 pupils)	No.	%	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	KS1 TA - KS2 TA	KS1 - KS2
All Pupils	120	100	-	-	3.2	5.2	7.1	9.1	-	24.1	24	24.1	0.1
Males	63	52.5	-	-	3.1	4.4	7	9.8	-	23.7	24	23.7	-0.3
Females	57	47.5	-	-	3.2	6	7.1	8.4	-	24.5	24	24.5	0.5
In Care	3	2.5	-	-	1.3	6.3	6.3	9.7	-	23.7	24	23.7	-0.3
FSM	42	35.0	-	-	2.9	4.5	7.3	10	-	24	24	24	0
Not FSM	78	65.0	-	-	3.3	5.6	6.9	8.6	-	24.2	24	24.2	0.2
Pupil Premium	28	23.3	-	-	2.9	3.9	6.8	10.4	-	23.9	24	23.9	-0.1
Not Pupil Premium	92	76.7	-	-	3.3	5.7	7.2	8.7	-	24.2	24	24.2	0.2
All SEN	29	24.2	-	-	2.3	2.9	6.9	10.6	-	22.8	24	22.8	-1.2
Education, health and care plan	2	1.7	-	-	1	1.5	2	11.5	-	16	24	16	-8
Not SEN	91	75.8	-	-	3.5	6.1	7.1	8.6	-	24.7	24	24.7	0.7
Academically More Able	13	10.8	-	-	4.2	6.6	6.5	7.5	-	24.8	24	24.8	0.8
Not Academically More Able and Not Talented	106	88.3	-	-	3	5	7.2	9.4	-	24	24	24	0.0
EAL	12	10.0	-	-	2.8	5.8	8.5	9.5	-	25.8	24	25.8	1.8
Not EAL	108	90.0	-	-	3.2	5.2	6.9	9.1	-	24	24	24	0

At this point in the year, we would expect children to have made at least six steps progress in Writing.

Further information (optional)

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](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- **utilising a [DfE grant to train a senior mental health lead](#). 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 to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students 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 and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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](#) 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.