

Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Elizabeth Woodville Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	9% (October 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current Year 2023-2024 <i>(3-year plan covering academic years 2021-22, 2022-23, 2023-24)</i>
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Andrew Pridmore (Headteacher)
Pupil premium lead	Victoria Robinson (Deputy Headteacher)
Governor lead	Stuart Hinds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,265
Recovery premium funding allocation this academic year	£1993.75
National Tutoring Programme funding	(£877.50) <i>This is being returned to the DfE as it was not cost effective to proceed with school meeting 50% of the expense.</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£27,265 + 1993.75 = £29,258.75

Part A: Pupil premium strategy plan

Statement of intent

At Elizabeth Woodville we strive to ensure that all pupils achieve the best possible progress and attainment regardless of their background and wider challenges. Our pupil premium strategy is personalised to our pupils to ensure they receive targeted support, dedicated to achieving this goal. It is pivotal that our programme enables all pupils to fulfil their full potential, extending progress for all learners including currently high attaining pupils. We also take into consideration the challenges that our vulnerable pupils may be facing including those who have a social worker or who may be a young carer. This is to ensure the best outcomes for these pupils whether they are disadvantaged or not and essential to support their individual needs.

We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at Elizabeth Woodville, to consistently demonstrate a high impact on closing the disadvantage attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils' will be accelerated and sustained alongside securing the best possible progress for their non- disadvantaged peers.

Our strategy is also closely linked to our wider school plans for education recovery. We ensured that our recovery curriculum was specifically matched to the gaps in learning for disadvantaged pupils through robust diagnostic assessment and detailed tracking. This is delivered through a dedicated in school recovery Teaching Assistant (TA).

Alongside academic support, we ensure that those pupils who have social, emotional, and mental health needs have access to high quality provision and support from appropriately trained adults and that their families are also supported to ensure a strong partnership between home and school.

This strategy is aimed at all pupils whose education has been the worst affected, including non-disadvantaged pupils. The range of approaches we employ at Elizabeth Woodville, helps all our pupils excel. Our wide-ranging strategies are cumulative and complementary, designed to build on pupils' prior learning to ensure learning is robustly secured. Our chosen strategies are research based, using evidence from the Education Endowment Foundation (EEF) and Oracy 21.

As a school we have examined the barriers for our pupils and developed a programme of support and intervention to address this over the next 3 years.

To ensure they are effective we will:

- demonstrate a whole school commitment and ethos from all staff to raising disadvantaged pupils' outcomes with the highest expectations for their achievement;
- act early to intervene at the point need is identified, monitoring progress half-termly and adjusting programmes accordingly to maximise their success;
- ensure highly effective ongoing support for our pupils' emotional health and wellbeing, delivered through a layered approach in the curriculum and through dedicated intervention support through our ELSA service;

- ensure work set for disadvantaged pupils is consistently challenging, well-matched to pupils' needs with regular retrieval and recall opportunities to secure new learning;
- To ensure high quality teaching gives pupils an awareness of further education and opportunities available to them beyond school in order to raise their future aspirations.

Challenges

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

Challenge number	Detail of challenge
1	<p>Wellbeing assessments demonstrated that the positive mental health of a proportion of our disadvantaged pupils had been adversely impacted and that this was a barrier to future wellbeing and learning.</p> <ul style="list-style-type: none"> • 33% of disadvantaged pupils currently require additional support for emotional needs. • To support pupils in sustaining their positive mental health to enhance their wellbeing, mindset and resilience.
2	<p>Significant attainment and knowledge gaps resulting from the pandemic have disproportionately affected many of our disadvantaged pupils and those targeted for recovery premium with pupils falling below age-related expectations and in relation to their starting points.</p> <ul style="list-style-type: none"> • To accelerate progress to rapidly reduce the additional attainment gap resulting from the pandemic and the partial closure of schools in 2019-20 and 2020-21. • To secure emerging gaps in learning through additional in-class support and additional targeted intervention.
3	<p>Limitations in working memory are impacting some pupil premium and targeted recovery premium students in achieving accelerating progress and securing learning.</p> <ul style="list-style-type: none"> • This was demonstrated by teacher assessment (included triangulated assessment: work monitoring, formative in-class assessment, pupil engagement responses). • To boost pupils' working memory through regular retrieval practice and pre/post-teaching, ensuring that taught knowledge and skills are embedded and secured. • To ensure pupil premium and targeted recovery premium students have a weekly opportunity for additional 'catch-up' teaching to reinforce and secure the week's learning.
4	<p>Under-developed oral language, vocabulary and communication skills among a targeted group of pupil premium and recovery premium students are affecting the development of reading, particularly comprehension and writing composition.</p> <ul style="list-style-type: none"> • Support the development of oral language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing.

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>1. To ensure pupils are able to sustain their positive mental health and know the strategies to use and how to access support within school when they need it.</p>	<p>Pupils demonstrate a positive mental health, they are able to readily seek and access help when needed from the school's layered support provision.</p> <p>This support has led to sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher wellbeing assessment; • the impact of the revised PSHE curriculum (Discovery Education: Health and Relationships linked with metacognition positive attitudes) to support pupils' healthy adoption of positive mental health strategies; • Evaluation of in-class PSHE lessons by the curriculum leader shows a high impact on ongoing pupil wellbeing; • ELSA support evaluations show a high impact on pupil and family wellbeing.
<p>2. To ensure our pupil premium and recovery premium provision has a high impact, accelerating progress for targeted pupils.</p>	<p>To ensure all pupil premium students and those targeted with the recovery premium are at least on-track for their previously targeted trajectory (prior key stage attainment result) by the end of summer term 2024.</p> <ul style="list-style-type: none"> • KS2 reading, writing and maths outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard. • 90% disadvantaged pupils to achieve at least expected progress from their starting points. • Personalised intervention specifically matched to the gaps in learning for disadvantaged pupils, through diagnostic assessment and detailed tracking. • Ongoing monitoring ensures adjustments are made pro-actively to intervention to ensure learning is accelerated.
<p>3. Whole school approach to boost pupils' working memory and knowledge retention through enhanced opportunities for retrieval across the curriculum.</p>	<p>90% disadvantaged pupils and recovery premium pupils to achieve at least expected progress.</p> <ul style="list-style-type: none"> • Retrieval practice embedded across all curriculum subjects ensures pupils are able to more adeptly secure new learning and knowledge. • Subjects taught weekly include a retrieval task at the start of the next lesson to assess knowledge retention and inform teaching. • Pre/post-teaching sessions have a high impact on knowledge retention and learning for pupil premium and recovery premium students. • Weekly teacher/HLTA-led catch-up session enables pupils to secure the key learning of the week across English and maths.

<p>4. Oral language and communication intervention to have a demonstrable impact on pupils' comprehension in reading and composition in writing.</p>	<p>Strong focus on Oracy Framework for Talk through whole class reading lessons and targeted intervention ensures that pupils are able to rehearse, refine and improve their verbal responses to inference questions leading to a greater understanding.</p> <p>Triangulated assessments (lesson engagement, work monitoring and ongoing formative assessment) indicate strong improvements in the use of oral language, reading comprehension and writing composition among the targeted group.</p> <ul style="list-style-type: none"> • Daily 1:1 and group reading sessions with an adult enable pupils to rehearse verbal responses alongside adult modelling and scaffolding. Improvement shown in targeted pupils' comprehension and explanations. • Targeted writing composition group closely linked to reading intervention to enable pupils to apply enhanced sentence structures in their writing.
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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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement a revised whole school PSHE programme focused on improving pupils' mental health and wellbeing with layered support for emotional and mental health needs.</p> <p>Training for staff in:</p> <ul style="list-style-type: none"> • using the new materials and resources to deliver high-quality sessions. • supporting mental health needs in class and making referrals to in-school ELSA service. 	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>The EEF guidance document on improving social and emotional learning in primary schools recommends 6 key actions for schools to take, which we have considered as part of our strategy.</p> <ol style="list-style-type: none"> 1. Teach SEL skills explicitly. 2. Integrate and model SEL skills through everyday teaching. 	<p>1, 2</p>

<ul style="list-style-type: none"> • Creation of dedicated ELSA provision and wellbeing resource base • Embedding the use of ‘Zones of regulation’ to support pupils in developing strategies to support their wellbeing. 	<ol style="list-style-type: none"> 3. Plan carefully for adopting a SEL programme. 4. Use a SAFE curriculum: Sequential, Active, Focused, Explicit. 5. Reinforce SEL skills through whole school ethos and activities. 6. Plan, support and monitor SEL implementation. 	
<p>Retrieval practice embedded across all curriculum subjects to boost working memory and provide dedicated opportunities for pupils to secure, reinforce and recall knowledge</p> <p>Additional training for staff in reducing cognitive load and developing retrieval tasks to frequently test knowledge retention in a variety of ways to secure knowledge retention.</p>	<p>The EEF research review document: ‘Cognitive Science approaches in the classroom: A review of the evidence’ (July 2021) discusses the application of cognitive science approaches such as retrieval practice can have a potentially strong impact on rates of learning. https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p> <p>The EEF review summary stated that the positive impact of retrieval studies, good theoretical practice and low-cost implementation of low stakes testing and quizzing make this a promising classroom approach.</p> <p>We will incorporate the following recommended strategies into our whole school approach:</p> <ul style="list-style-type: none"> • Use of retrieval grids; • Labelling diagrams with gradual reduction of information; • True/false, multiple choice, cloze procedure and finish the sentence quizzes. 	2, 3
<p>To secure our Oracy ‘Framework for Talk’ approach through dialogic teaching; to enhance PP students’ capacity to explain their thinking when responding to complex comprehension and inference questions.</p> <p><u>Dialogic teaching:</u></p> <ol style="list-style-type: none"> a) setting effective tasks that promote good oracy skills b) using talk skills to explore, explain/ elaborate and to present outcomes 	<p>Strong evidence-based research from Cambridge Oracy / Oracy 21 demonstrated the impact of a whole school ‘framework for talk’ on pupils’ capacity to explain their thinking with greater clarity, thus deepening understanding of knowledge.</p> <p>This approach is crucial in ensuring our PP students (and all pupils) achieve highly in all subjects within our challenging and knowledge-rich curriculum offer.</p>	2, 4

	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://voice21.org/our-impact/</p>	
<p>To ensure our pupil premium and recovery intervention is specifically matched to the gaps in learning through purchase of additional standardised and diagnostic assessments for specific areas of need.</p> <p>Staff training on administration of tests and analysis to inform teaching, learning and personalised intervention.</p> <p>Training for all staff in the use of whole school SEND diagnostic tests to identify learning needs and gaps in knowledge.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £26,032.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teachers to lead the deployment of specialist HLTAs/LSAs to deliver focused support for PP and recovery premium students.</p> <p>This includes:</p> <ul style="list-style-type: none"> • in-class targeted support • personalised intervention linked to pupils' needs • Pre/post teaching sessions 	<p>The EEF guidance document on the use of teaching assistants makes the following recommendations that we have considered as part of our approaches in particular 'Integrating learning from work led by teachers and TAs.'</p> <p>Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions</p>	2,3,4
<p>Targeted HLTA/LSA 'catch-up' session for all PP students to secure new learning and reinforce newly introduced concepts.</p> <ul style="list-style-type: none"> • Pupil voice used to assess impact and address areas of need. 	<ul style="list-style-type: none"> • The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. 	2,3,4
<p>Additional targeted 1:1 and group reading intervention focused on:</p> <ul style="list-style-type: none"> • phonic acquisition and decoding • inference, explanation and comprehension 	<p>Recommendation 6: Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction.</p> <ul style="list-style-type: none"> • Schools should use structured interventions with reliable evidence of effectiveness. • Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). 	2,3,4
<p>Additional targeted writing intervention focused on:</p> <ul style="list-style-type: none"> • manipulating vocabulary and grammatical structures • re-reading and self-editing 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3,4
<p>Additional targeted mathematics intervention focused on:</p> <ul style="list-style-type: none"> • place value / conservation of number • written arithmetic - providing opportunities for pupils to rehearse and improve their times table recall and written calculation skills. • reasoning problems (verbal / written questions) 		2,3,4

<p>Using the Recovery Premium to carry out tuition for disadvantaged pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2726

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to follow best practice guidance to monitor and improve the attendance of disadvantaged pupils.</p> <ul style="list-style-type: none"> Monitoring and actions ensure PP attendance is in line with all other pupils in school and ensures PP students maintain a strong continuity of learning. <p><u>Attendance Target:</u> 98% <u>Persistent Absence:</u>2%</p>	<p>The principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>The attendance improvement strategies (see link above) demonstrate the need to monitor frequently and prioritise intervention at the earliest opportunity. The DfE guidance has been informed by engagement with the LA Attendance Advisory Team, reflecting on best practice in reducing levels of persistent absence so they are in line with non-disadvantaged pupils.</p>	<p>1,2,3,4</p>
<p>To continue to ensure a personalised use of PP to support student’s wider opportunities, fostering talents and aspirations.</p> <ul style="list-style-type: none"> 10% of PP used to fund extra-curricular activities - decided in partnership with parents (per pupil). Contingency fund available for residential trips and acute issues. 	<p>Ongoing PP reviews and our experience over time has demonstrated the effectiveness of this approach in continuing to widen learning opportunities.</p>	<p>1</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a</p>	<p>1</p>

	small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £29,258.75

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.

Reviewing our internal assessments and end of year summative tests, pupils were continuing to close the gap to ensure they are making progress at least in line with their starting points. 93% of PP students are currently on-track to achieve expected progress or better in reading, writing and maths.

Analysing the attainment in 2022-23, the percentage of pupil premium students working below the expected standard across individual subjects was a significant priority and this continues to be the case when reflecting on 2022-2023 data.

In reading, 71% (previously 66% +5 in 2022) and in maths 79% (previously 66% +13 in 2022) are now on-track for the expected standard at the end of their current key stage.

Writing attainment continues to be the most affected with 57% (previously 47% +10 in 2022), although progress continues to accelerate demonstrating the impact of our PP strategies.

The reasons for these outcomes are predominantly due to the impact of the COVID-19 pandemic. In line with the majority of schools across the country, we have observed that the partial closure of schools was most detrimental to our disadvantaged pupils. Although most pupil premium students continued in school during partial opening, due to restrictions it was not possible to operate our intervention programmes to the same extent. This means that further accelerated progress was still required in order to ensure that **all** disadvantaged pupils are attaining at their prior key stage targeted trajectory or higher. The strong progress made during the initial 2 years of this 3-year strategy has ensured the vast majority of pupils are now on-track to achieve in line with their starting points. This reflects the high quality of our curricular provision and teaching and its strong impact on learning.

However, this leaves limited time for pupils, particularly in upper juniors to make the added value progress that they would usually achieve, therefore, progress must continue to be accelerated to achieve this. The success of our approach was evident in the results in 2023 KS2 SATs. Although a small cohort, our PP performed highly with 100% achieving the expected standard in reading, writing and mathematics.

Overall attendance in 2022/23 was 97.64%, which was above national expectations. The attendance of pupil premium students was 96.57% which was statistically in line with 97.15% for non-disadvantaged pupils (-0.58). This demonstrates the impact of the attendance management targets in the initial 2 years of this plan.

In 2022-23, absence amongst disadvantaged pupils was 3.43%, compared to 2.85% for non-disadvantaged pupils, a difference of +0.58%. This has reduced from +1.2% (-0.44) at the start

of the plan in 2021-22. (Although, it is important to state that this figure is disproportionately affected by the small size of the cohort.)

Our assessments and observations indicated that pupils' wellbeing and mental health were significantly impacted over recent years, mainly associated with the pressures of the pandemic, partial closure of schools and a range of family support needs. A higher proportion of referrals were made by the teaching team to support pupils and their families. As a result, the school's wellbeing provision has been strengthened further to provide a layered approach. This commences with the class teacher using class and intervention-based support, before moving to the school's dedicated ELSA provision. A wellbeing centre and resource base have been created in the school to provide a nurturing space for pupils. The SLT and governors have implemented a 'Wellbeing for Educational Return Plan' that successfully transitioned pupils back into school. There was a revision of the PSHE curriculum that was also reflected in our pupil premium strategy over this 3-year cycle.

Quality of teaching for all

Target: To ensure our Recovery intervention is specifically matched to the gaps in learning for disadvantaged pupils, through diagnostic assessment and detailed tracking.

Diagnostic assessment enabled teachers to accurately plan for gaps in pupils' learning. Teachers also ensured that they taught across the previous and current year group programmes of study to cover gaps missed through the partial school closure and misconceptions. Transition was robustly managed with this information passed to the new teacher with detailed conversations regarding an individual pupil's progress.

Target: To reduce the additional attainment gap as a result of COVID-19 Lockdown and the closure of schools.

As outlined above, our data analysis supported by statutory and non-statutory test outcomes demonstrated that the gap between pupil premium and non-pupil premium students has further narrowed. However, a focus is now on ensuring the vast majority of pupil premium students achieve the expected standard by the end of Key Stage 2.

Target: To ensure all PP students are at least on-track to make expected progress according to their prior key stage attainment.

Due to the additional period of partial closure, it has taken the initial 2 years of this strategic plan to achieve the desired and ambitious impact of all pupil premium students achieving in line with their previously targeted trajectory by the end of the summer term 2023. Diagnostic assessments were completed in test conditions in year groups without statutory assessment to provide an accurate summative view of end of key stage attainment and progress.

Outcomes from Key Stage 2 2023 assessments remained strong for pupil premium students.

Year 6:

- 100% of pupils achieved at or beyond their starting points in reading, writing, maths combined.
- Reading: 100% achieved at least expected, with 66% achieving 110+ high score.
- Writing: 100% achieved the expected standard.
- Mathematics: 100% achieved the expected standard, 33% achieving 110+ high score.
- Grammar, Punctuation and Spelling: 66% achieved the expected standard, with 66% achieving 110+ high score.

Target: To secure our Oracy 'Framework for Talk' approach through dialogic teaching; to enhance PP students' capacity to explain their thinking when responding to complex comprehension and inference questions.

It was not possible to fully secure and embed our Oracy approach within the first two years of our strategy. This target has been continued in the 2023-24 academic year so that the impact of this approach can be implemented and the impact accurately assessed.

Targeted Support

Target: HLTAs/LSAs continue to deliver a high impact provision for PP students with targeted support led and continuously reviewed by the class teacher.

Our long-term strategy of deploying specialist HLTAs/LSAs to provide targeted in-class support for pupil premium and recovery premium students continued to have a high impact. Teachers were able to use this provision flexibly to ensure pupils continued to secure the week's learning, while reinforcing areas of learning where gaps had been diagnosed. Lessons from this year have led to the introduction of a weekly catch-up session for all pupil premium students to reinforce any unsecured learning and ensure pupils continue to make strong progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	None

Service pupil premium funding

The school does not currently receive service pupil premium funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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:

- utilising a [DfE grant to train a senior mental health lead](#). The training undertaken in 2021-22 has been pivotal in developing our wellbeing strategy and personal development curriculum. We have prioritised training needs identified through an 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 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 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.