

GTS Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Great Torrington School
Number of pupils in school	846
Proportion (%) of pupil premium eligible pupils	27%
Proportion (%) of free school meal eligible pupils	18%
Proportion (%) of pupil in care	2%
Academic year/years that our current pupil premium strategy plan covers	2021/22-2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Andrew Bloodworth <i>Headteacher</i>
Pupil premium lead	Jacqueline Royse <i>Deputy Head teacher</i>
Governor / Trustee lead	Jo Stevens <i>Pupil Premium Governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,390
Pupil premium + funding	£24,865
Recovery premium funding allocation this academic year	£50,508
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36,114
Total budget for this academic year	£282,903

Part A: Pupil premium strategy plan

Statement of intent

GTS is committed to being a fully inclusive, safe school, that educates in a holistic manner, promoting the wider personal development of every young person equipping them to be global citizens. It will maximise pupil potential through providing opportunities, raising aspirations, and driving academic attainment.

Our ultimate objectives for our disadvantaged pupils are that they attain better than other disadvantaged pupils nationally and in line with their non-disadvantaged peers. We want our disadvantaged pupils to leave GTS with a broad cultural capital which will place them well to succeed in their future learning and endeavours.

Our current pupil premium strategy uses EEF and other research to identify the levers and active ingredients required to achieve our stated aims. It is focused on the ethos of an equitable education for disadvantaged pupils. We make sure that high quality evaluation and monitoring runs throughout our strategy ensuring that our implementation plans have the desired impact.

The strategy is broken down into...

- 1. Teaching: Strategies to ensure that there is high quality first teaching.*
- 2. Targeted Academic Support: Strategies to ensure that identified gaps in pupils' learning, skills and knowledge are addressed.*
- 3. Wider Strategies: Strategies to support mental health and wider wellbeing, careers and aspiration guidance and improve cultural capital.*

Challenges

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

Challenge number	Detail of challenge
1	In 2019 (last GCSE examined year) there was a significant gap in progress 8 between disadvantaged and non-disadvantaged pupils with progress of disadvantaged pupils was below that nationally for disadvantaged pupils (P8= -0.67).
2	Disadvantaged pupils have a lower average reading age compared to their non-disadvantaged peers.
3	Disadvantaged pupils produced and engaged in less home learning than their non-disadvantaged peers in covid lockdowns resulting in greater gaps in their learning. Access to suitable ICT equipment and a suitable working environment is a barrier to home learning for some disadvantaged pupils.
4	<p>Attendance of all disadvantaged pupils is low. This is especially true of FSM pupils being particularly low in comparison with non-disadvantaged, Ev6 and CIC peers. This is in part due to disadvantaged pupils being more likely to be withdrawn from lessons, have internal exclusions/isolations and FTE than their non-disadvantaged peers: resulting in greater loss of in class learning and GTS disadvantaged pupils being more likely to suffer from SEMH concerns than their non-disadvantaged peers.</p> <p>In 2020/21</p> <p>PP attendance = 83.61%</p> <p>FSM attendance = 80.68%</p> <p>CIC attendance = 82.72%</p> <p>Not PP attendance = 91.51%</p>
5	There are less opportunities for disadvantaged pupils to engage in events that broadens cultural capital within north Devon. Disadvantaged pupils at GTS are also less likely to engage in these opportunities when they are available.
6	Disadvantaged pupils have fewer clear ideas about their future career and are more likely to lack the knowledge of how to achieve their goals and aspirations than their non-disadvantaged peers. They are more likely to drop out of FE/employment within 2 terms of leaving GTS, becoming NEET.

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. The outcomes are directly linked to the challenges.

Nos.	Intended outcome	Success criteria
1.	<p><i>High quality teaching and learning maximises the achievement of Pupil Premium pupils through appropriate data driven instruction (DDI) and ensuring 100% engagement in learning using 'Teach Like a Champion' (TLAC) techniques and coaching.</i></p> <p><i>High quality interventions, 1-2-1 and small group tuition enable Disadvantaged Pupils to make good progress.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have developed metacognitive and self-regulation strategies.</i></p> <p><i>Parents/carers of disadvantaged pupils are actively involved and engaged with their child's progress and learning.</i></p>	<ol style="list-style-type: none"> <i>1. Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make positive progress.</i> <i>2. The gap in progress 8 between Disadvantaged Pupils and Non-disadvantaged Pupils is narrowed.</i> <i>3. The progress 8 for disadvantaged pupils is higher than that nationally for disadvantaged pupils and is close to zero.</i> <i>4. Parent/carers of disadvantaged pupils' attendance to parents' evenings is in line with those of non-disadvantaged pupils</i>
2.	<p><i>High quality literacy interventions enable Disadvantaged Pupils to make rapid progress in their reading and comprehension.</i></p>	<ol style="list-style-type: none"> <i>1. Reading ages of Disadvantaged Pupils to reach age related expectations.</i> <i>2. The reading age gap between disadvantaged and non-disadvantaged pupils is narrowed.</i>
3.	<p><i>Disadvantaged pupils will have homework submission rates in line with their non-disadvantaged peers.</i></p> <p><i>Homework set is engaging and enables teachers, parent/carers and pupils to effectively monitor progress, consolidate knowledge and identify gaps in learning.</i></p>	<ol style="list-style-type: none"> <i>1. The number of pupils eligible for Pupil Premium attending Tuesday/Thursday homework detentions is reduced.</i> <i>2. Pupils eligible for Pupil Premium in all years will have the ICT equipment they need to engage in independent/home learning.</i>
4.	<p><i>Attendance of all disadvantaged pupil groups improves both in terms of</i></p>	<ol style="list-style-type: none"> <i>1. Attendance of all disadvantaged pupil groups improves and is in line with their non-disadvantaged peers.</i>

	<p><i>individual lessons and session attendances to schools.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have developed self-regulation strategies through direct instruction.</i></p>	<p>2. <i>Suspensions, internal exclusions, and internal suspensions for disadvantaged pupils reduces and is in line with their non-disadvantaged peers</i></p> <p>3. <i>Withdrawals to MR1 are reduced for disadvantaged pupils and are in line with their non-disadvantaged peers.</i></p> <p>4. <i>Pupils eligible for Pupil Premium in all years will have the appropriate counselling they require to help support identified SEMH needs.</i></p>
5.	<p><i>Disadvantaged pupils are proportionally represented on all school teams, productions, performances, trips and visits.</i></p>	<p>1. <i>Enrichment and Intervention period is in place</i></p> <p>2. <i>Disadvantaged pupils receive fiscal support to attend trips, sports teams and other wider school events</i></p> <p>3. <i>Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams, and trips at least in line with the percentage of Pupil Premium pupils in GTS.</i></p>
6.	<p><i>Pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them</i></p>	<p>1. <i>All disadvantaged pupils will have received at least one IAG meeting by the end of year 11.</i></p> <p>2. <i>No Disadvantaged pupils are NEET at the end of year 11 and for the first two terms of year 12.</i></p>

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: £79,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TLAC strategies fully embedded in all lessons and teachers supported with high quality CPD and coaching.</p> <p><i>In 2022/23 this will have a specific focus on SEND</i></p>	<p>The large impact a good teacher can make on a pupil's academic outcome is now well established: "For poor pupils [disadvantaged pupils] the difference between an excellent and a bad teacher is a whole years learning". (Hanushek, 1992).</p> <p>The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p>	1

	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The work and research of Paul Bambrick-Santoyo (leverage leadership) and Doug Lemov (Teach Like a Champion) in USA schools shows a marked improvement in outcomes where these strategies have been integrated</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
DDI used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons.	<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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF.</p> <p>The work and research of Paul Bambrick-Santoyo (leverage leadership, Driven by Data 2.0) and Sarah Donarski (The research Ed guide to assessment) shows a marked improvement in outcomes where these strategies have been integrated in the UK and USA</p>	1
Metacognition and Self-regulated learning strategies are taught through direct instruction and integrated to the relevant TLAC strategies supported by high quality CPD and coaching.	<p>EEF guidance report – Metacognition and self-regulation Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way Harry Fletcher-Wood – Habits of Success: getting every student learning</p>	1,4
Additional resources to support home learning in conjunction with class teaching.	<p>The EEF states in its Toolkit that</p> <ol style="list-style-type: none"> 1. Homework has a positive impact on average (=5 months), particularly with pupils in secondary schools 2. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. 3. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area) <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3

	https://www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html	
Read aloud in place using the GTS Literary Canon in tutor period to improve literacy and cultural capital	<p>Reading Reconsidered – Doug Lemov et Al EEF Blog: Reading aloud with your class – what does the research say? (And accompanied references) https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Visit to Yate Academy where read aloud strategies at secondary were having positive impact on reading age and P8.</p>	2
Ensure the Quality Assurance cycle includes the progress, opinions, and outcomes of disadvantaged pupils	<p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1-6
Attendance to pupil premium conference and support from Kingsbridge and Kyra Research schools to ensure GTS thinking is relevant and our planned activities are related to current research to ensure that they have impact.	<p>Staying abreast of current thinking and research only strengthens GTS' ability to reflect on, monitor and evaluate its Pupil Premium Strategy. The EEF holds the remit to provide research-based information on improving the outcomes for disadvantaged pupils. The role of the Research schools is to help schools enact the EEF findings.</p>	1-6
Ensure high quality staff are recruited with the right subject knowledge and expertise and all staff receive high quality appropriate CPD focussed on teaching and Learning and Subject Knowledge Enhancement.	<p>For poor pupils [disadvantaged pupils] the difference between an excellent and a bad teacher is a whole year's learning. (Hanushek, 1992). The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020)</p>	1
Technical support and ICT equipment available for home learning and in	Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) stated that lack of access to digital	3

school	technologies and skills has a significant impact on the progress of disadvantaged pupils.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £99,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Entry Level groups in year 10 and 11 English, maths and science.	<p>Allowing small groups (under 10) of pupils to be entered for a qualification that matches their ability, SEMH and SEND needs and facilitates their post-16 pathways.</p> <p>We have run these groups at GTS for a few years and have seen an increase in attendance and outcomes for pupils on these pathways compared to pupils with the same starting points in previous cohorts</p>	1
Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.	<p>Allows for targeted small group intervention in KS4 and KS3. Predominantly in English, Maths. MFL, Science and PE. All year 11 receive intervention in the summer term from one of their GCSE subjects.</p> <p>Additionally assessed courses are run to broaden the curriculum in Latin, ICDL (ICT) and Statistics.</p> <p>Peer mentoring takes place with Y10 and Y7 for repeated reading sessions.</p> <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <p>The EEF Toolkit has a strand on small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership. Supporting resources:</p> <p>The EEF Toolkit has a strand on peer tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1,2,5

<p>School-led tutoring as 1-2-1 or small group where need is identified through progress checks, PEP or SEND review.</p>	<p>DFE: School-Led Tutoring guidance (Sept 2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf</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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Lexonik intervention for all pupils in years 7/8.</p>	<p>The EEF Guide to the Pupil Premium states in its case study of Dixons Kings Academy that a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and often related to socio-economic class. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Staffordshire University Academy case study into the use of Lexonik. https://lexonik.co.uk/project/staffordshire-university-academy/</p> <p>2021/22 GTS partook in a research project into long- and short-term improvement in reading age based on WRAT testing with Lexonik.</p>	<p>2</p>
<p>Phonics interventions for identified pupils from CAT/NGRT.</p>	<p>The EEF Guide to Pupil Premium states in its case study of Dixons Kings Academy that a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and often related to socio-economic class. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>2</p>
<p>Improve engagement in, outcomes in and GCSE MFL uptake through the employment of a Foreign Language Assistant (FLA).</p>	<p>A March 2021 TES article states that FLAs provide authenticity, linguistic support for pupils and teachers, motivation, and up-to-date cultural context. FLAs can also be a vital source of information on linguistic and cultural trends and provide insights into their countries' current affairs. They can also be an interlocutor that the pupils can relate to more easily, being far closer to their own age, who have recently gone through the same type of language exams. This can make a huge difference when it comes to getting students passionate about the subject again. This viewpoint is also in the Teaching Schools Council Modern Foreign Languages Pedagogy Review. https://www.tes.com/news/modern-foreign-languages-MFL-language-assistants-are-critical-tool-classrooms https://tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf</p>	<p>1,5</p>

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

Budgeted cost: £107,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.</p>	<p>In 2016 GTS was awarded both the DFE Character Award and Pupil Premium Award for its enrichment and intervention period. The period broadens pupils' cultural capital whilst also facilitating small group subject-based interventions for pupils and high quality CPD for new staff in the Autumn Term.</p> <p>https://www.gov.uk/government/news/schools-and-organisations-recognised-for-instilling-character</p> <p>https://www.gov.uk/government/news/pupil-premium-awards-finalists-announced</p>	<p>1,5</p>
<p>Pupil coaches are the Key workers for all disadvantaged pupils and conduct 360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers.</p>	<p>The EEF Working with parents to support children's learning guidance report in its summary of recommendations number 2-4 work well when directed through a single point of contact for the parent.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>SW learning context case studies: improving the performance of disadvantaged pupils (disadvantaged pupils SW sector ABC project. Case study: Glenmoor and Winton Academies, United Learning Trust.</p> <p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) stated that disadvantaged pupils need an advocate and discussed the need for strong parent/carers school relationships.</p> <p>'Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>SW learning context case studies: improving the performance of disadvantaged pupils (disadvantaged pupils SW sector ABC project. Case study: Sommervale School Specialist Media Arts College, Midsomer Norton Schools Partnership.</p>	<p>1,3,4,5,6</p>

Fully or partially subsidised peripatetic music Lessons for pupils of all years.	<p>The EEF states that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught to boost academic achievement for those eligible for the pupil premium.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
Wider Pastoral Support available to provide additional support for pupils struggling with SEMH and a trained Counsellor available for mental health support.	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4
Careers Advisor and co-ordinator support to ensure all disadvantaged pupils make informed decisions on their post-16/14 options.	<p>The CDI has many case studies demonstrating the link between high quality careers advice and successful post 16 transition for disadvantaged pupils</p> <p>https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf</p> <p>https://committees.parliament.uk/writtenevidence/5757/pdf/</p> <p>Sam Friedman/Daniel Laurison (The Class Ceiling) also cites lack of knowledge of careers and opportunities as a cause for low socioeconomic mobility</p>	6
Fiscal support for DT/catering, uniform and ready to learn equipment, wider experiences to ensure equity of provision	<p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) states that lack of equity in provision is probably the single most factor affecting the socioeconomic enhancement of disadvantaged pupils.</p>	1,5
GCSE Exams Breakfast Club	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. It also provides our Year 11 with the opportunity to see their teachers before their exams and have a safe calm place to hydrate and fuel before their exams. We trialled this in 2022 and the qualitative feedback from the pupils was very good with a high proportion of our disadvantaged pupils made regular use of the provision.</p>	1,4

	Supporting resources: The EEF has independently evaluated the Magic Breakfast programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	
Home School Liaison Link	Devon based approach to support families/pupils in addressing barriers to school attendance as an alternative to specialist provision.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 282,903

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 2021 to 2022 academic year.

<p>In 2021/2022</p> <p><i>GTS had 7 desired outcomes for pupil premium pupils. Each will be evaluated in turn.</i></p>	
Intended outcome 1	Success criteria
<p><i>High quality teaching and learning maximises the achievement of Pupil Premium pupils through appropriate data driven instruction (DDI) and ensuring 100% engagement in learning using 'Teach Like a Champion' (TLAC) techniques.</i></p>	<p><i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make positive progress.</i></p> <p><i>The attainment gap between Disadvantaged Pupils and Non-disadvantaged Pupils is narrowed.</i></p>
<p>Review</p> <p>This outcome is directly linked to challenge 1 and 2. The activities linked to these challenges were:</p> <ul style="list-style-type: none"> ❖ TLAC strategies fully embedded in all lessons and teachers supported with high quality CPD and coaching. <ul style="list-style-type: none"> ➤ <i>TLAC continues to be the focus of coaching and staff are well versed in the GTS TLAC 10. These approaches were identified by Ofsted in their July visit to GTS and commented on as good practice.</i> ❖ DDI used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons. <ul style="list-style-type: none"> ➤ <i>In the academic year 2021/2022 all departments have successfully embraced, and utilised data driven instruction (Driven by Data 2.0, Bambrick-Santoya 2019) with regular reteach lessons and planning sessions. Staff, pupils and Ofsted have recognised the positive impact it is having on progress, helping to close the identified gaps from the DDI process.</i> ❖ Metacognition and Self-regulated learning strategies are taught through direct instruction and integrated to the relevant TLAC strategies supported by high quality CPD and coaching. <ul style="list-style-type: none"> ➤ <i>Too begin in the 2022-23 academic year</i> ❖ Additional resources to support home learning in conjunction with class teaching. <ul style="list-style-type: none"> ➤ <i>Sparx has been used throughout the maths dept for years 7-10 In 2021-2022. Completion rates have been strongest in the younger year groups. The homework system is embedding further in the 2022/2023 academic year.</i> ➤ <i>Educake has been launched for Science, English, Geography, History and PE in the 2022-2023 academic year having one platform to use for multiple subjects has reduced the need for multiple logins and pupils are gaining familiarisation with the site. Both systems are supporting DDI with the analytical functions they possess.</i> ❖ Improve engagement in, outcomes in and GCSE MFL uptake through the employment of a Foreign Language Assistant (FLA). <ul style="list-style-type: none"> ➤ <i>The FLA has been successful in supporting pupils of all year groups enhance their language acquisition skills. She has worked within the classroom and in withdrawing small groups of pupils.</i> 	

GCSE results for both Spanish and French improved in 2022. With 58.8% of pupils gaining a 5+ grade in 2022 in French (up from 27% in 2019) and 75% gaining a 5+ grade in 2022 in Spanish (up from 23% in 2019). Uptake of MFL for options in 2022 was higher than in previous years.

- ❖ Ensure the Quality Assurance cycle includes the progress, opinions, and outcomes of disadvantaged pupils
 - A key aspect of all deep dive reviews is a focus on the teaching and outcomes of disadvantaged pupils and those with SEND. Pupils from these groups are always included in the pupil voice.
- ❖ Attendance to pupil premium conference and support from Kingsbridge and Kyra Research schools to ensure GTS thinking is relevant and our planned activities are related to current research to ensure that they have impact.
 - Attendance to the One-Cornwall Disadvantaged conference in Dec 2022 and attendance to the EEF Tackling disadvantage course run by Kingsbridge in 2022/2023.
- ❖ Ensure high quality staff are recruited with the right subject knowledge and expertise and all staff receive high quality appropriate CPD focussed on teaching and Learning and Subject Knowledge Enhancement.
 - GTS has recruited subject specialists in every vacancy in 2021/22. All staff receive weekly observations and coaching to improve their pedagogy using steplab around TLAC principles. In 2022/23 the focus is on the pedagogic approaches for SEND pupils. In the review of coaching the vast majority of staff stated that it had improved their practice.
- ❖ 360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers.
 - 360 reviews have taken place in 2021/22 for all disadvantaged pupils. These have highlighted the barriers to learning for those pupils and GTS has been able to support pupils in practical ways i.e supplying ICT equipment. The pupils have also been able to highlight to their teachers what helps them to be successful learners. Pupils and Staff have appreciated the information and the additional knowledge that allows disadvantaged pupils to be more successful.
- ❖ Entry Level groups in year 10 and 11 English, maths and science.
 - In 2021/22 there were entry level/functional skills groups in English and Maths for year 11 and English, Maths and Science in Y10. These groups have allowed pupils that would not have been successful at GCSE to gain qualifications that allow them to progress on to a level 1 pathway at post 16. The groups are small and have ensured the continued attendance of the group, which is mostly disadvantaged pupils.
- ❖ Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.
 - A greater aspect of E&I is now intervention with 1/3 of pupils receiving targeted interventions during Thursday period 6. Disadvantaged pupils are prioritised. Pupils in years 10 and 11 are actively requesting intervention sessions as they see the value in supporting their GCSE outcomes.

Data from the final progress reports of 2021/22 (Summer Term) show the following:

Year 7 %	No. in grp	Average Grade	Average Points
Overall (non-PP)	125	C	4.19
Overall (PP)	49	D	3.43
Gap			-0.76

Average points gap at the beginning of year 7 was -0.84 based on Flightpath grades generated from CAT tests.

Year 8 %	No. in grp	Average Grade	Average Points
Overall (non-PP)	121	C	3.92
Overall (PP)	58	C	3.63
			-0.29

Average points gap at the end of year 7 was -0.35 with PP pupils having an APS of 3.81

Year 9 %	No. in grp	Average Grade	Average Points
Overall (non-PP)	115	C	4.46
Overall (PP)	32	C	3.83
			-0.63

Average points gap at the end of year 8 was -0.71 with PP pupils having an APS of 3.85

Year 10	No. in grp	p8 (SISRA)	Att 8	Average Points	En/Ma 5+	En/Ma 4+
Overall (non-PP)	112	-0.13	49.15	4.91	52.7%	77.7%
Overall (PP)	40	-0.54	38.78	3.88	27.5%	47.5%
Gap		-0.64	-10.37	-1.03		

Average points gap at the end of year 9 was -0.71 with PP pupils having an APS of 3.61

Year 11	No. in grp	p8 (DFE 2022 Oct)	Att 8	Average Points	En/Ma 5+	En/Ma 4+
Overall (non-PP)	118	0.09	52.48	5.25	53.4%	82.2%
Overall (PP)	31	-0.61	41.47	4.15	25.8%	71%
Gap		-0.70	-11.01	-1.10		

P8 Gap in Year 10 was -0.69 at the end of year 10 using SISRA 2022 measures with an APS gap of -1.04 04 with PP pupils having an APS of 3.84

The data from the progress reports shows that there is still a gap in APS throughout all year groups. This is less significant at KS3 where the average grades remain the same by KS4 the grade difference is more noticeable. The initiatives that have been reviewed will have a greater impact on the KS3 pupils progressing forward in the 3 years of this strategy if the trends continue.

Intended outcome	Success criteria
<i>High quality literacy interventions enable Disadvantaged Pupils to make rapid progress in their reading and comprehension.</i>	<i>Reading ages of Disadvantaged Pupils to reach age related expectations. The reading age gap between disadvantaged and non-disadvantaged pupils is narrowed.</i>

Review

This outcome is directly linked to challenge 3. The activities linked to this challenge are:

- ❖ Read aloud in place using the GTS Literary Canon in tutor period to improve literacy and cultural capital
 - *Read aloud is in place and continues to be embedded. The literary canon has been further reviewed and evolved to contain a greater diversity of genre and reading styles.*
- ❖ Entry Level groups in year 10 and 11 English, maths and science.
 - *Entry level groups were in place for year 11 & 10 in 2021-2022. These were not deemed necessary for year 10 in 2022/23 as all pupils can attain a grade 1 at GCSE. The smaller groups have remained with GCSE English being studied and a foundation tier group in science.*
- ❖ Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.
 - *In 2021/2022 E&I was relaunched with a greater emphasis on intervention. Disadvantaged pupils were earmarked for intervention first, where it was deemed appropriate for them. Intervention has taken place in GCSE PE, GCSE English, Y7 Reading, ESOL pupils, GCSE Maths, Y9 Maths, MFL, GCSE Science, GCSE History, GCSE Computing, GCSE Geography, GCSE D&T.*
- ❖ Lexonik intervention for all pupils in years 7-8.
 - *In 2021/22 we employed a full time Lexonik tutor who delivered Lexonik Advance to all year 7 pupils and 36 year 8 that hadn't received it in 2020/21 due to lockdowns. We saw an improvement in reading age for the majority of pupils as indicated by their WRAT score.*
- ❖ Ruth Miskin Read Write for Success (RWFS) for identified pupils from CAT/NGRT.

- In 2021/22 RWFS groups were run for pupils with a NGRT score of <85 in years 7 & 8. The year 8 class received an inconsistent delivery due to long term absence. These pupils received alternative literacy interventions, such as repeated reading and toe-by-toe.

Average Reading score from GL Assessment NGRT tests

Year Group	Disadvantaged	Non -Disadvantaged	Gap closed since y7
7	101	104	0
8	96	105	-11→-9
9	106	107	-3→-1
10	103	110	-9 → -7
11	100	107	-6→-7

NGRT is only one way to measure reading age but is a widely accepted method. All year groups other than Year 11 have shown a closing of the gap between non-disadvantaged and disadvantaged pupils. There have traditionally been limited interventions in year 10 & 11. It could be hypothesised that the lack of interventions for the current year 11 due to lockdowns and covid regulations during their year 8 & 9 has adversely impacted the gap. This coming year we are increasing the number of pupils in year 11 that will receive school led tutoring to support their reading and access to all of their exams.

Intended outcome

High quality interventions, 1-2-1 and small group tuition enable Disadvantaged Pupils to make good progress

Success criteria

*Disadvantaged Pupils make progress in line with their non-disadvantaged peers that have the same starting point.
The attainment gap between disadvantaged pupils and non-disadvantaged pupils is narrowed.*

Review

This outcome is directly linked to challenge 4. The activities linked to this challenge were:

- ❖ DDI used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons.
 - In 2021/22 DDI was launched and embraced by the majority of teams. Reteach lessons are in place and Key Assessment Tasks are being reviewed to ensure DDI can be more effective in 2022/23.
- ❖ Additional resources to support home learning in conjunction with class teaching.
 - In 2021/22 Sparx maths was launched for years 7-11. This is now embedded. In 2022/23 Educake has been added to support home learning in PE, English, Computing, Geography and History. MFL continue to use Linguascope and Language gym.
- ❖ Ensure the Quality Assurance cycle includes the progress, opinions, and outcomes of disadvantaged pupils
 - In 2021/22 QA included PDPM which ensured that the progress of disadvantaged pupils was the key outcome measure for all staff. Opinions and outcomes of disadvantaged pupils was included. A review of tuition and interventions was also included.
- ❖ Improve engagement in, outcomes in and GCSE MFL uptake through the employment of a Foreign Language Assistant (FLA).
 - In 2021/22 a FLA was employed to deliver in class support and school led tuition. GCSE Spanish results for disadvantaged pupils were better than their non-disadvantaged peers. Results in French were better than 2019 for both groups, however there was still a substantial gap between disadvantaged and non-disadvantaged pupils.

GCSE MFL French	All	1	1	0	0	8	2	4	0	1	0	0	0	0	17	5-	4.59	-0.98	-0.57		5
	F	1	1	0	0	7	1	4	0	0	0	0	0	0	14	5-	4.86	-1.00	-0.33		5
	T	0	0	0	0	1	1	0	0	1	0	0	0	0	3	3+	3.33	-0.91	-1.71		0
GCSE MFL Spanish	All	0	1	6	2	15	2	6	0	0	0	0	0	0	32	5+	5.09	-0.75	-0.01		14
	F	0	0	6	1	14	2	4	0	0	0	0	0	0	27	5+	5.11	-0.81	-0.09		11
	T	0	1	0	1	1	0	2	0	0	0	0	0	0	5	5+	5.00	-0.45	0.41		3

The FLA has worked with the pupils from all years with a focus on year 9 pupils that have opted for MFL at GCSE and Y8 pupils that have gaps in knowledge, both with the intention of building confidence in MFL. Year 11 & 10 pupils have had small group and in class support especially around oracy. Uptake of MFL subjects by year 9 in options was greater in 2022 for all pupils.

- ❖ Pupil coaches are the Key workers for all disadvantaged pupils
- ❖ 360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers.
 - 360 reviews were conducted on all pupils by the pupil coaches. These are shared with staff and contain the opinions of the disadvantaged pupils, in their own words that express how they believe they can best be supported in their learning.
- ❖ Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.
 - In 2021/2022 E&I was relaunched with a greater emphasis on intervention. Disadvantaged pupils were earmarked for intervention first, where it was deemed appropriate for them. Intervention has taken place in GCSE PE, GCSE English, Y7 Reading, ESOL pupils, GCSE Maths, Y9 Maths, MFL, GCSE Science, GCSE History, GCSE Computing, GCSE Geography, GCSE D&T.
- ❖ School-led tutoring as 1-2-1 or small group where need is identified through progress checks, PEP or SEND review.
 - 356 of pupils have received tuition in 2021/22 academic year. These were in English, Maths, Science, MFL, Literacy, History, Geography, Music. The majority were in year 7 (Lexonic) and year 11.

Year Group	PP Pupils receiving 'school led' tuition	Total Pupils receiving 'school led' tuition
7	48	177
8	33	54
9	19	40
10	18	40
11	22	46





- ❖ Fully or partially subsidised peripatetic music Lessons for pupils of all years.
 - 16 pupils have had peripatetic music lessons.

Year Group	PP Pupils receiving funded music lessons	FSM Pupils receiving fully funded music lessons
7	2	1
8	1	1
9	5	5
10	4	1
11	2	0

Disadvantaged Gap

Disadvantaged = 37 (26%)

Non-Disadvantaged = 108 (74%)

	Standard pass (English & Maths)	Disadvantaged	71% (+30%)
		Non-Disadvantaged	82% (+4%)
	Strong pass (English & Maths)	Disadvantaged	29% (+13%)
		Non-Disadvantaged	53% (+2%)
	Attainment 8 Score	Disadvantaged	40.38
		All pupils	50.20
	Progress 8 score 2019 values/SISRA/FFT	Disadvantaged	-0.61
		All pupils	+0.09

Whereas our PP gap has widened. The performance of disadvantaged pupils has improved compared to 2019. GTS' progress 8 for disadvantaged pupils is better than the Devon average (-0.73). GTS' Attainment 8 for disadvantaged pupils is substantially higher at 40.38 to both Devon at 36.10 and all national state funded schools at 37.50. Outcomes for disadvantaged pupils in maths improved. The gap was largest in the Ebacc subjects. Of the 37 disadvantaged pupils 5 had attendance below 20% and were only entered for a limited suite of subjects. Ebacc subjects were the subjects that were dropped and subsequently adversely impacted this measure and overall P8 outcomes.

PDPM focus was on PP outcomes in 2021/22. This continues in 2022/23.

Intended outcome	Success criteria
<i>Pupils know how to utilise their independent study time appropriately to further their progress. Measured by homework submission, grades, attendance at revision clubs.</i>	<p><i>Pupils eligible for Pupil Premium in all years will have developed metacognitive and self-regulated strategies through direct instruction that enable them to make progress in line with their non-disadvantaged peers that have the same starting point.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will achieve an increase in the number of rewards and decreased number of sanctions related to homework by the end of the year in comparison to the previous year.</i></p> <p><i>Attendance to Homework Hub will improve the quality and quantity of homework submitted by identified disadvantaged pupils.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have the ICT equipment they need to engage in independent/home learning.</i></p>
Review	
<p>This outcome is directly linked to challenge 4. The activities linked to this challenge are described above.</p> <p>Metacognitive and self-regulated strategies are due to commence in 2022/23 with staff training initially before being implemented to the whole school in 2023/24.</p> <p>Homework has been closely monitored in the year 2021/22 with the launch of a new homework strategy and supported online resources. There is still a significant gap in submission from</p>	

disadvantaged pupils in comparison with their non-disadvantaged peers. Disadvantaged pupils make up the majority of pupils that attend homework hub and homework detentions. Closer monitoring is required to measure the full impact of these initiatives. In 2023 there will be comparative data to address whether the strategies in this plan are having an impact.

All disadvantaged pupils that raised a lack of ICT access at home as a barrier to learning have been issued with laptops for use at home to ensure they can access and complete home learning platforms.

Year 10 pupils all received a 'Rapid Revision' Power Hour Workshop provided by Next Steps South West to enable them to improve their study skills prior to the year 10 exams.

Intended outcome	Success criteria
<i>Parents engage with all aspects of pupils' learning, are supported in assisting the pupils' independent learning and are proactive towards communication with GTS.</i>	<p><i>All parents/carers to be actively involved in their son / daughter's learning, resulting in improved attendance in comparison with the previous year for all disadvantaged groups.</i></p> <p><i>Parents of pupils eligible for Pupil Premium attend school functions, parents' evening, or meetings regarding their child's learning at least in line with the attendance of parents of non-disadvantaged pupils.</i></p>

Review

This outcome is directly linked to challenges within 7&9. The activities linked to this challenge are described below:

- ❖ Pupil coaches are the Key workers for all disadvantaged pupils
- ❖ 360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers.
- ❖ Fiscal support for DT/catering, uniform and ready to learn equipment, wider experiences to ensure equity of provision

Attendance to parents' evenings in 2021/22 was virtual.

Year Group	% Disadvantaged Parents attended (2020/21 figures for the same cohort)	% FSM Parents attended (2020/21 figures for the same cohort)	% Non-disadvantaged Parents attended
7	46	40	75
8	48 (47)	41 (36)	64
9	43 (40)	31 (44)	72
10	46 (48)	44 (32)	71
11	(38)	(26)	

All Carers of CIC pupils attend termly PEP meetings. As such attendance to parents' evenings from this group are not high, favouring the PEP.

Attendance of both FSM and Disadvantaged parents to parents' evenings are still lower than parents of non-disadvantaged children. Figures are slightly better in comparison to previous years and consistent between year groups. More work needs to be done to ascertain why parents from these groups do not attend.

GTS % School attendance figures by sub-group

Academic year	Pupil Premium	FSM	CIC	Non-PP
2018-2019	92.82	90.30	97.41	95.51
2019-2020	92.72	91.29	93.39	95.15
2020-2021	83.61	80.68	82.72	91.51
2021-2022	85.78	84.11	86.28	91.16

Attendance to GTS of disadvantaged pupils continues to be lower than before the pandemic and there are still considerable gaps between the sub-groups. Improvements have been made in all the groups from 2020/21. The introduction of the 360° reviews and regular contact from the pupil coaches has been a contributory factor. Greater access to fiscal support for uniform and ICT have also assisted. Disadvantaged groups are also discussed in all Head of Learning/AHT Pastoral/safeguarding team meetings fortnightly.

Intended outcome	Success criteria
<p><i>Improved confidence in capability, which leads to improved aspirations and the resilience to overcome the hurdles along the way.</i></p> <p><i>Measured in number of pupils knowing career paths, pupils sanctioned and receiving praise.</i></p> <p><i>Number of disadvantaged pupils attending clubs, in teams and attending trips.</i></p>	<p><i>Pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them and all by year 11 will have received at least one IAG meeting.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will achieve an increase in the number of rewards and decreased in number of sanctions by the end of the year in comparison with the previous year and be at least in line with their non-disadvantaged peers.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams, and trips at least in line with the percentage of Pupil Premium pupils in GTS.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have the appropriate counselling they require to help support identified SEMH needs.</i></p>

Review

This outcome is directly linked to challenges within 8 & 10. The activities linked to this challenge are described below:

- ❖ Pupil coaches are the Key workers for all disadvantaged pupils
- ❖ 360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers.
 - *The fiscal and emotional needs for these pupils have been highlighted by the 360° reviews alongside ensuring they have applied for appropriate courses at college/apprenticeships.*
- ❖ Fiscal support for DT/catering, uniform and ready to learn equipment, wider experiences to ensure equity of provision
 - *Pupil premium pupils have been given support to attend clubs and attend fixtures in the form of taxis, covering entry fees and providing specialist equipment.*
- ❖ Wider Pastoral Support available to provide additional support for pupils struggling with SEMH and a trained Counsellor available for mental health support.
 - *All PP pupils that were identified as having a need have met with the school counsellor.*
- ❖ Careers Advisor and co-ordinator support to ensure all disadvantaged pupils make informed decisions on their post-16/14 options.
 - *All disadvantaged pupils received a one-to-one careers appointment with an independent careers' advisor.*

No pupils were NEET in 2022. In 2020 2 pupils dropped out of college within the first two terms. Both were PP.

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
School Led Tuition	Private tutors sourced by GTS
Lexonik Advance	Lexonik
Next Steps South-West (NSSW)	NSSW
Power Hour	Rapid Revision
Read Write for Success	Ruth Miskin

Service pupil premium funding (optional)

At GTS we have 8 service children in attendance.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The pupil premium grant for service pupils is spent within the full pupil premium grant and is outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	Please see the review above.

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.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team, and our own SEMH hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Chess, The Duke of Edinburgh's Award, 10 Tors, sports teams, Warhammer society, musicals, Rotary Youth Events eg. Youth Speaks, Young Chef, Young Photographer), will focus on building life skills such as confidence, resilience, and socialisation skills. Disadvantaged pupils will be encouraged and provided financial and moral support to participate.
- GTS is one of the schools that is supported by Next Steps South West to provide additional support and mentoring to disadvantaged pupils that have the academic ability to go to university and would be first generation academics. Pupils are initially identified in year 8 and activities follow them through the remainder of their time at GTS. Next Steps South West also provide the Articulacy Future me course which groups of 15 disadvantaged pupils attend for 1 week to improve their confidence in presentation skills and their knowledge of Higher Education.
- We have an extensive transition programme for all our pupils which starts with the year 5 day and open evening. We have a weeklong transition in year 6 which incorporates 2 nights on camp and half a week in school based activities. There is also extended transition for pupils that have SEND/SEMH or other identified needs that suggest they would benefit from more time spent at GTS prior to starting in September.
- Learning Support Assistants are deployed to work with pupils identified as having SEND. The support provided takes the form of in class support, small group and 1-2-1 interventions/mentoring. Pupils eligible for pupil premium represent a higher proportion of pupils with SEND than would be indicated by their 25% of the cohort.
- Homework hub runs for all pupils 2 nights a week. Specific pupils are targeted to attend if they are not completing homework. The EEF states in its Toolkit that,

‘some pupils may not have a quiet space for home learning- it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Pupils can also go to the library before school, at lunchtime and after school every day, to complete homework in a quiet space with access to ICT.

- As part of the SWIS (Social Workers in Schools) project GTS has a social worker attached to the school who is working full-time with pupils from GTS that are identified as ‘child protection’ or ‘child in need.’ This facilitates a softer approach from social services with home visits happening regularly at the child’s home both in term time and during the holidays. The social worker provides support to the school with MASH enquiries and the Early Help process.

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 from Babcock in 2020.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach these are referenced in our evidence that supports our approach.

We looked at a number of reports and studies 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 several studies about the impact of the pandemic on disadvantaged pupils. These have come from attendance to the 2020 and 2021 national pupil premium conferences, the 2019 Devon Babcock conference, The SW learning context case studies: improving the performance of disadvantaged pupils, EEF guidance reports and from a selection of recent academic publications.

We used the [EEF’s implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our 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.