

Pupil Premium Strategy Statement 2025/26 to 2028/9

This statement details The Ferrers School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Updated December 2025

School overview

Detail	Data
School name	The Ferrers School
Number of pupils in school	940
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2028/9
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Clare Raku, Principal
Pupil premium lead	Emilia Bakewell-Voss, Assistant Principal
Governor / Trustee lead	Andrew Pocock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£191,620

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

Our objectives for pupils who are in receipt of PP funding are threefold:

- To ensure all students in receipt of PP make progress in line with their peers in all subjects
- To ensure a childhood set of experiences at least in line with their peers.
- To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

To achieve the objectives above, the school will focus on the following key principals from our Pupil Premium Charter:

- **All PP pupils will make academic progress in line with their peers**
Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At The Ferrers School we will ensure all pupils in receipt of PP receive the very best teaching in every subject. We will ensure that all staff can deliver the expectations of The Ferrers Framework, addressing the five pillars that are our non-negotiables for teaching and learning. This will be done by regular QA of teaching, the use of the EEF five a day and regular staff CPD.
- **All PP pupil's attendance will be above or in line with national average attendance**
Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, attendance officer and other agencies, to ensure sustained attendance is achieved.
- **All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.**
All students in receipt of PP will have access to their form tutor/house contact who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies and whole school initiatives will strive for pupils in receipt of PP gaining greater autonomy, resilience and being able to self-direct their learning.
- **All students in receipt of PP will take part in a childhood set of activities which broaden pupil outlook and perspectives.**
There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. The Ferrers School will ensure a memorable set of experiences which support engagement and independent growth. This will be done through our PLEDGES, trips and Session 6 activities.
- **All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.**
The school will ensure an enhanced CEIAG package of activities is provided to all students in receipt of PP. This will include personalised mentoring, work experience and dedicated careers interviews. The use of outside agencies, local business links, guest speakers and workshops will enhance this.

Our approach will be responsive to common challenges and individual needs that are drawn from robust, diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks, statistics and algebra on transition.</p> <p>Assessments (<i>Progress Testing in Maths</i>) on entry to year 7 in 24-25 and 23-24 indicated that all our disadvantaged pupils arrive below national average compared to their non disadvantaged peers.</p> <p>National average = 100</p> <ul style="list-style-type: none"> • 2024-25: PP = 97.7 Non-PP = 101.7 • 2023-24: PP = 94.7 Non-PP = 102.2 <p>25-26 Meridian trust assessments in maths indicate that attainment for the whole cohort is higher than previous years; however, disadvantaged students are still attaining behind their peers.</p>
2	<p>NGRT data indicates that literacy levels in Years 7, 8 and 9 are below expected standards. This has had a noticeable impact on student confidence and their ability to actively participate in learning — a key pillar of our <i>Ferrers Framework</i>.</p> <p>Cohort 2030 (current Y7) – autumn mean SAS 103.9 – FSM students have a mean SAS of 101 Cohort 2029 (current Y8) – autumn mean SAS 101.1 – FSM students have a mean SAS of 94.4 Cohort 2028 (current Y9) - autumn mean SAS 99.6 – FSM students have a mean SAS of 93.2</p>
3	<p>Data analysis indicates that students in receipt of Pupil Premium achieve significantly lower outcomes than their peers at the end of Key Stage 4. This gap is evident across GCSE subjects, with PP students attaining lower average point scores and a reduced proportion achieving Grade 4+ and Grade 5+ in English and mathematics, contributing to a persistent attainment gap</p>
4	<p>Analysis of stakeholder engagement data highlights a clear disparity between this group and their peers. Engagement with school-led opportunities, most notably parental consultations and progress meetings, is significantly lower. This reduced engagement limits timely dialogue between home and school, impacting the effectiveness of shared strategies to support learning, attendance, and behaviour, and presents a key barrier to improving outcomes</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils is significantly lower than for non-disadvantaged pupils. 91.88% average attendance compared to 82.96% for students in receipt of PP (2024-25). This is a difference of 8.96%.</p> <p>Analysis from last academic year (2024-25) also shows a significant attendance gap, with the rate of persistent absence among Pupil Premium students being 21.97 percentage points higher than that of Non-Pupil Premium student</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	Current data KS4 outcomes demonstrate that disadvantaged pupils achieve 11.13 less in attainment 8. The aspiration would be to half this gap by 2027/28:
Improved Literacy and Oracy levels among disadvantaged pupils across KS3.	There will be increased engagement and progress in reading, both within English lessons and across the wider curriculum. This will be supported through weekly SPARX Reading homework and the Faster Reading initiative delivered during lessons. Impact will be evidenced through the end-of-year NGRT re-tests for students in Years 7 and 8, and through YARC testing for students receiving interventions. The Reading Charter outlines the reading entitlement for every child, ensuring consistent access to high-quality reading opportunities across the school.
To improve student participation and confidence for them to 'step forward' to opportunities in the classroom	Teachers have been supported to develop skills in modelling scaffolding, supporting students to actively take part in lessons through the embedding of 'consistent classrooms'. We are using explicit scaffolds for verbal responses to ensure that students can articulate their ideas and deepen their thinking. Explicit instruction and the EEF's Five-a-Day strategies are used widely with the intention to empower students to participate actively across their curriculum subject.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, including PLEDGES and session 6 - particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained attendance in line with the national average 2025/26 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a minimum of 25% • The percentage of all pupils who are persistently absent being in line or below national average and the figure among disadvantaged pupils being no more than 5% lower than their peers (i.e In line with National Average for PA)

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of GL assessments (CATs and NGRT) across KS3. Training will be provided for staff at all levels to ensure assessments are interpreted correctly.	<p>Standardised tests can provide reliable, objective insights into the specific strengths and areas for development of each pupil. When used diagnostically, these assessments help teachers identify gaps in knowledge, misconceptions, and patterns of attainment across cohorts. This information enables more precise and responsive planning—ensuring that pupils receive the most appropriate additional support, whether through targeted interventions or adaptive classroom instruction</p> <p>Attainment Measures database EEF</p>	1, 2, 3
Developing Teaching Pedagogy	<p>To ensure that all staff can confidently and consistently deliver the expectations outlined in <i>The Ferrers Framework</i>, our professional development offer will be strategically designed around the five pillars that represent our non-negotiables for teaching and learning. This work will be firmly grounded in contemporary research on pedagogy and cognitive science, with a particular focus on how students acquire, retain, and transfer knowledge</p> <p>Professional learning will also emphasise metacognitive strategies (EEF, 2018), helping teachers guide pupils in monitoring their own thinking and regulating learning behaviours. Staff will engage in collaborative inquiry, instructional coaching, and reflective practice to ensure that pedagogical approaches are consistent, evidence-informed, and aligned with the core principles of The Ferrers Framework.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p>	2, 3, 5
Enhancement of our maths teaching and curriculum planning in line with Meridian Trust which fully adheres to DfE KS3 and EEF guidance.	<p>Our aim is to ensure that the curriculum is coherently sequenced, conceptually rich, and underpinned by effective pedagogical practices that promote deep and sustained understanding.</p> <p>Drawing on research evidence, teaching will focus on developing pupils' fluency, reasoning, and problem-solving skills through a mastery approach. Lessons will</p>	1, 3

	<p>build on secure conceptual understanding, making deliberate use of representations and structures to expose mathematical relationships (DfE, 2021). Teachers will emphasise precise mathematical language and guided discussion to strengthen reasoning and meta-cognitive awareness (EEF, 2022).</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Improvement of literacy in all subject area's curricula through embedding the Meridian Trust Reading Charter, in line with the recommendations from the <i>Education Endowment Foundation (EEF) Improving Literacy in Secondary Schools</i> guidance report.</p>	<p>Staff will be supported to explicitly teach the reading, writing, and vocabulary skills that are most essential to success within their specific subject disciplines. This includes modelling subject-specific language, supporting comprehension of complex texts, and providing structured opportunities for extended writing.</p> <p>Drawing on research evidence, the school will implement strategies such as explicit vocabulary instruction (Beck et al., 2002), reading comprehension strategies (EEF, 2019), and scaffolding academic talk to enhance oracy and understanding. Professional development will enable teachers to integrate these approaches into their classroom practice, ensuring consistency and coherence across the curriculum.</p> <p>Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)</p>	2
<p>Improving the impact that feedback has on both teacher's on-going planning and delivery of the curriculum and student's subsequent progress</p>	<p>Drawing on evidence from the <i>Education Endowment Foundation (EEF) Feedback</i> guidance report (2021), effective feedback is specific, actionable, and designed to move learning forward. It should be timely and manageable, focusing on closing the gap between current and desired performance rather than simply evaluating work. When embedded within responsive teaching, feedback becomes a powerful driver of progress.</p> <p>Teacher Feedback to Improve Pupil Learning</p>	1,2,3

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

Budgeted cost: £35,810.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>YARC further diagnostic testing to QA students with low GL assessment scores. This will then inform bespoke interventions such as: Code Read (phonics) FRATC (reading comprehension) Reciprocal Reader</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary.</p> <p>Reading comprehension strategies EEF</p>	<p>2, 3</p>
<p>Implementation of early intervention strategies, ensuring that identified pupils—particularly those who are disadvantaged or below age-related expectations—receive small-group, targeted tuition delivered by in-house teachers, HTLAs and trained TAs designed to close gaps and improve attainment</p> <p>ASDAN qualifications offered for selected students</p>	<p>Small-group tuition tends to produce around +4 months of additional progress. The effect is slightly smaller (sometimes +2-3 months) in secondary phases, or when group size is larger or tutors less specialised. EEF+2EEF+2</p> <p>Research from the University of the West of England (UWE), reported by ASDAN and the Education Opportunities Network, shows that pupils completing the <i>Certificate of Personal Effectiveness (CoPE) Level 2</i>—particularly those eligible for FSM—are more likely to achieve five GCSEs including English and Maths. ASDAN programmes are designed to support learners facing economic, social, or cultural disadvantage, including those with SEND or at risk of becoming NEET, by developing personal, social, and employability skills that improve engagement and academic outcomes</p>	<p>1, 2, 3</p>
<p>Ensure each PP pupil receives <i>at least</i> three 1 to 1 targeted tutor interviews each year. Held with tutor and/or Pupil Premium Champion.</p>	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>3, 4, 5</p>

	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
<p>Every student across year groups 7 to 10 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study Sparx/Tassomai/Seneca as well as access to their own physical study materials</p>	<p>Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Studies show that reading ability is strongly linked to GCSE outcomes (GL Assessment, 2021) and that repeated exposure, annotation, and retrieval significantly enhance memory and understanding (EEF, 2021). Providing personal copies of texts enables independent study, deepens engagement, and promotes ownership of learning—particularly for disadvantaged pupils who may have fewer opportunities to access books at home. This approach aligns with evidence-informed strategies to raise attainment and close the disadvantage gap.</p>	<p>1, 2, 3</p>

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

Budgeted cost: **£35,810.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of cognitive behavioural therapy (CBT) intervention via the school councillor for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Small group mentoring.</p> <p>School therapy dog to help with regulation of emotions with specific students.</p> <p>Trauma informed training given to all staff all staff as well as THRIVE training</p> <p>Full time non-teaching safeguarding lead and all SSAs trained to support welfare as DSLs</p>	<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>	<p>4, 5</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Employment of full-time attendance officer who works in collaboration with school leader(s) to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	<p>5</p>
<p>To ensure that every PP student's parent/s attend at least 1 face to face parent evening each year</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Each student to complete the Meridian Trust Bronze PLEDGE between year 7 and 9 and strive for their silver PLEDGES at KS4.</p> <p>Give each students opportunity to experience LOTC; for example, through access to the CCF</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might</p>	<p>4, 5</p>

	<p>not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF(educationendowmentfoundation.org.uk)</p>	
<p>Develop and refine our comprehensive careers education programme to provide more exposure to further education, training, and employment opportunities in line with the Gatsby Benchmarks</p>	<p>The DfE report “<i>Navigating Post-16 Careers Guidance: Supporting Learners from Lower Socioeconomic Backgrounds</i>” (2023) highlights that sustained, high-quality careers education significantly improves students’ confidence and progression outcomes.</p> <p>The EEF (2022) finds that disadvantaged pupils benefit most from structured exposure to career role models, mentoring, and guidance linked to classroom learning.</p> <p>Schools with strong careers programmes demonstrate lower NEET (Not in Education, Employment or Training) rates and improved transitions into post-16 education and employment (DfE, 2022)</p>	<p>4, 5</p>
<p>Targeted mentoring with NTFC inspires programme</p>	<p><i>Holistic / non-academic support:</i> Many of the barriers for disadvantaged pupils are not purely academic (e.g. attendance, wellbeing, self-esteem, mental health). Addressing those helps create conditions for learning.</p> <p><i>Mentoring / one-to-one components:</i> These allow more personalised support, which tends to have higher impact for students who are at greater risk.</p> <p><i>Regular interaction & sustained duration:</i> Rather than one-off events, PL Inspires usually runs over weeks, with repeated sessions. That gives time for relationships to build, for change to take hold.</p> <p><i>Relevant content:</i> Skills like resilience, goal setting, teamwork, communication are transferable, help in motivation and engagement, and support students’ ability to engage in academic learning more fully.</p> <p><i>Use of social action / enrichment:</i> These can increase aspiration, engagement, and sense of agency, which has positive knock-on effects for attendance, motivation, persistence</p>	<p>4, 5</p>

Total budgeted cost: £191,620

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

There remains a significant gap in overall cohort attainment when comparing disadvantaged with non-disadvantaged students. This is shown in the data below:

Y11 GCSE 2024-25

	Attainment 8	Average Attendance
NON – PP	40.57	91.88%
PP	29.44	82.96%
Difference	11.13	8.96%

Our assessment for these outcomes' points primarily to the attendance of our disadvantaged pupils. With a gap of 8.96% it is evident that there is a strong correlation between attendance and attainment.

However, it is also clear that there are barriers beyond attendance that impact attainment. These include limited access to learning resources and enrichment opportunities, and reduced cultural capital, which affect confidence, motivation, and aspiration. Social and emotional challenges, alongside the legacy of disrupted learning during the pandemic, further widen gaps. We therefore have ensured that our funding strategy from last year and moving forward focuses on improving attendance, enhancing the quality of teaching, providing targeted academic support, and building wider opportunities to raise aspirations and close the attainment gap.

Externally provided programmes

Programme	Provider
NTFC premier league inspires programme	Northampton Town Football club
Counselling	MHST
Talking & Animal therapy	Draw and Paw
Behaviour and Resilience Training	Think for the Future
Year 7 Transition Programme	Wise Up

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have set up after school clubs that are accessible to all children and enrichment activities such as music lessons and cultural visits. We have a daily breakfast club for all pupils, that is subsidised for all SPP and PP pupils.
What was the impact of that spending on service pupil premium eligible pupils?	100% of all service children attended after school clubs. All service children attended class visits and other educational experiences offered.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- **Expanding extracurricular opportunities:** Broaden the range and quality of extracurricular activities offered to pupils, ensuring equitable access and strong participation from disadvantaged groups. Programmes such as The Duke of Edinburgh's Award, Combined Cadet Force, and subject enrichment clubs will promote personal development, resilience, and teamwork. These opportunities will support improved wellbeing, behaviour, attendance, and aspiration, helping pupils to develop the confidence and life skills needed for future success.
- **Embedding PLEDGES, House, and Character Cup initiatives:** Strengthen and embed the PLEDGES framework, House system, and Character Cup to promote pupils' personal development, character education, and sense of belonging. Recognition through certificates, house points, and celebrations on social media will encourage positive behaviours and engagement. These initiatives will foster resilience, leadership, and teamwork, while celebrating individual and collective achievement across the school community.
- **Continuing progress towards the Learning Outside the Classroom (LOTC) Gold Award:** Build on the achievement of the Silver Award by implementing the action plan to secure the Gold Award. This will further enhance the range and quality of outdoor and off-site learning experiences, supporting pupil engagement, enrichment, and cross-curricular learning. Emphasis will be placed on ensuring all pupils, particularly those who are disadvantaged, have equitable access to these opportunities, promoting curiosity, independence, and a love of learning beyond the classroom.

Planning, implementation, and evaluation

In developing our new Pupil Premium strategy, we evaluated why previous activity had not achieved the desired level of impact. We triangulated a range of evidence, including assessment data, student attitudes towards learning, and feedback from parents, students and staff, to identify the specific challenges faced by our disadvantaged pupils. Our review also drew on national research into effective use of Pupil Premium funding, the impact of socio-economic disadvantage on educational outcomes, and the lasting effects of the pandemic. We used the EEF's implementation guidance to inform the design of our strategy and will continue to apply this framework throughout delivery. A robust evaluation process, aligned with our Trust's Pupil Premium Charter and Achievement for All agenda, will enable us to monitor progress and adapt our approach to secure improved outcomes for disadvantaged pupils.