

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	Norton CEVC Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	<15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Sparkes, Headteacher
Pupil premium lead	Peter Mabbitt, Deputy Headteacher
Governor / Trustee lead	Alison Bass, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,100
Recovery premium funding allocation this academic year	£3,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,050

Part A: Pupil premium strategy plan

Statement of intent

Norton CEVC Primary School is a rural primary school in Suffolk that serves Norton and the surrounding villages although some of our children come from out of catchment. The school has 210 pupils on roll, with 14% of our pupils with SEND and 15% pupil premium. Out of the 15% who are pupil premium, 32% have SEND. 65% of our pupil premium children are in Key Stage 2.

At Norton we strive to ensure that we understand the needs of all pupils, irrespective of their background and implement strategies and provide high quality opportunities to ensure that every child will achieve the best they can, reaching their full potential both academically as well as in their personal development.

At Norton we take time to fully understand the strengths of each child along with the needs and challenges that each pupil faces and we ensure that we deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers. We are keen to work with families to ensure the best possible outcomes for all pupils. We are thorough in our approach and assessments so we know exactly where the gaps are and the support which is required for each child, addressing these within focused teaching sessions and bespoke interventions.

To support pupils' mental health and wellbeing we have an ELSA team who are trained to work alongside children to support them in addressing their emotional needs.

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low-income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality.

Over the last two years, national lockdowns and virus control measures, alongside the deepening economic impacts of Covid 19 and Brexit, have led to higher numbers of pupils qualifying for pupil premium nationally.

The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

This Pupil Premium strategy is based on the guidance of the Education Endowment Foundation, and is designed around four guiding principles:

1. Diagnosis of pupils' challenges and needs, using analysis of:
 - a) performance data
 - b) attendance data and levels of persistence absence
 - c) behaviour incidences and exclusions data
 - d) information on wellbeing, mental health and safeguarding
 - e) the provision of and access to technology and curricula materials
2. The use of evidence to inform decision-making about:
 - a) High-quality teaching
 - b) Targeted academic support

c)	Wider strategies
3.	Successful implementation, based on the alignment of the strategy through school development planning: a) Reflecting on and building on existing provision; recognizing when the impact of activities is weak b) Aligning strategy with the existing beliefs, assumptions and practices of staff c) Where necessary, changing processes, policies and structures d) Providing the necessary professional development and support to all staff
4.	Monitoring and evaluation, considering: a) Ownership of the strategy b) The provision of flexible and motivational leadership as barriers emerge c) Training and follow-up support beyond initial training d) The response to the implementation data, and how approaches are tailored and improved e) Sustainability of the strategy within three annual cycles f) Goal-setting, with short, medium, and longer-term outcomes g) Rigour

Challenges

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

Challenge number	Detail of challenge
1	On entry data for Autumn 2022 (181children), indicates that reading attainment among disadvantaged pupils (56% expected) is significantly below that of non-disadvantaged pupils (85% expected or above).
2	On entry data for Autumn 2022 (181children), indicates that writing attainment among disadvantaged pupils (33% expected) is significantly below that of non-disadvantaged pupils (77% expected or above).
3	On entry data for Autumn 2022 (181children), indicates that maths attainment among disadvantaged pupils (48% expected or above) is significantly below that of non-disadvantaged pupils (85% expected or above).
4	Our attendance data for 2021-22 indicates that attendance among disadvantaged pupils has been a considerable issue: 28% of children in school fell below 90% attendance last year (58/210 children) and disadvantaged children made up 28% of these children (16/58) which means that 50% of disadvantaged children (16/32) had attendance below 90%.

	Attendance in the school for 4 children fell below 80% (2% of school role): 3 out of 4 were eligible for Pupil Premium funding; 2 have now left the school Attendance in the school for 14 children fell below 85% (7% of school role): 7 out of 14 were eligible for Pupil Premium funding; 5 have now left the school. Our assessments and observations indicate that low attendance is negatively impacting disadvantaged pupils' progress as they are missing session and developing gaps in their learning.
5	The number of children who have been referred by class teachers to the school ELSA Team to support social and emotional needs have increased during the pandemic and into the post-pandemic period. Class teachers have observed a lack of resilience, and increase in pupils' ability to cope with some social situations and emotional overload along with lack of confidence and independence within learning activities. This has resulted in the need for greater ELSA provision. 20 pupils on roll (10%) currently require additional support with social and emotional needs through the ELSA programme, with 9 of these pupils being Pupil Premium (45%)
6	Language and communication needs, including vocabulary knowledge and acquisition. Assessments and observations with children in reception and year 1 show that a significant number of children, including disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps which impact on their access to the broader curriculum and progress within reading and writing
7	Parental engagement in the school is generally quite strong although the school is now facing the impact of prolonged lockdowns and subsequent covid-related absence, with approximately 50% of disadvantaged children significantly affected last year and in the periods March 2020 to July 2021. The school has not yet found the most effective way to engage all parents' information workshops and information evenings.
8	Pupils come to school with varying levels of cultural capital. We are also anticipating that the current financial crisis will have an impact on the variety and nature of cultural experience children will have outside school. In addition to the impact Covid has had on the opportunities and experiences the school has been able to offer over the last three years.

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
Challenge 1: Improved reading attainment among disadvantaged pupils with a focus on understanding of texts within comprehension activities as well as fluency	Ongoing reading assessment outcomes show a year-on-year improvement per pupil, per cohort and also for the school as a whole. Academic Results 2022-2023, 2023-2024, 2024-2025 <i>Varying numbers of disadvantaged children per class mean that summative end of Key Stage assessments do not always show a reliable increase, so we will continue to gauge progress through termly metrics such as teacher assessments, Pira, Star Reader, Accelerated Reader, tracking of phonics and key words, YARC Reading assessment etc.</i>
Challenge 2: Improved writing attainment among disadvantaged pupils with a focus on sentence structure and punctuation.	Teacher-assessed writing outcomes show a year-on-year improvement per pupil, per cohort and also for the school as a whole. This is evidenced in school, partnership and external writing moderation events Academic Results 2022-2023, 2023-2024, 2024-2025 <i>Varying numbers of disadvantaged children per class mean that summative end of Key Stage assessments do not always show a reliable increase, so we will continue to gauge progress through termly metrics such as teacher assessments, internal monitoring, and independent writing activities</i>
Challenge 3: Improved maths attainment for disadvantaged pupils at the end of KS2 so that pupils are confident in calculations and these skills.	Ongoing maths assessment outcomes show a year-on-year improvement per pupil, per cohort and also for the school as a whole. Academic Results 2022-2023, 2023-2024, 2024-2025 <i>Varying numbers of disadvantaged children per class mean that summative end of Key Stage assessments do not always show a reliable increase, so we will continue to gauge progress through termly metrics such as teacher assessments, puma, Shine and Number Stack assessments</i>
Challenge 4 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	See SDP as it is a priority Sustained high attendance from 2022/23 demonstrated by: - the overall absence rate for all pupils maintains a higher percentage than the national. This can be monitored using the following link:https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools

	- Careful monitoring of absences and putting into place school development plan actions for this academic year - Persistent Absences will be minimised - New Attendance Policy will be approved - Improved communications regarding attendance.
Challenge 5 Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. All children at Norton CEVC Primary display healthy attitudes to learning and school life in general: they are motivated to succeed and show positive learning behaviours.	Sustained high levels of wellbeing from 2022/23 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations (e.g. in the areas of resilience, self-regulation and independence) - specific qualitative data from ELSA programme (student voice, student and parent surveys) reveal that disadvantaged children with social, emotional and/or mental health difficulties are empowered to want to learn and experience successes in school - an increase in participation in enrichment activities, particularly among disadvantaged pupils - Classroom observations and pupil perceptions across different subject areas by staff/SENCO/SLT/HT demonstrate that disadvantaged children enjoy school, and display appropriate learning behaviours. - Academic Results 2022-2023, 2023-2024, 2024-2025
Challenge 6: All children at Norton CEVC benefit from a vocabulary-rich curriculum with well-structured vocabulary progressions across a range of subjects; children recognise the power and the importance of language acquisition, and are able to access increasingly challenging tasks. EYFS and KS1 children will display improved oral language skills which will form the basis of literacy and future academic success as readers and communicators	- Explicit vocabulary teaching in core and foundation subjects emphasises key vocabulary within individual lessons, and across schemes of learning - All children, including disadvantaged groups, are aware of the importance of the correct terminology - All children, including disadvantaged groups, are aware of how a wide vocabulary empowers them - Children achieve well in areas of the curriculum where a rich and expansive vocabulary are needed, e.g. reading comprehension, problem-solving, emotional literacy etc. This is evidenced in analysis of data - Data analysis shows improved performance for disadvantaged pupils in areas related to vocabulary - All children in EYFS and selected children in Y1 will take a Speech Link assessment to identify any barriers to learning, and subsequent interventions will show good progress against individual objectives - YARC Reading comprehension outcomes will show progress in decoding, fluency and comprehension skills. - By the end of KS2 children will be at least in line with national figures for Reading. - Vocabulary screening tests, eg BPVS, make individual assessments so that progress is visible - Academic Results 2022-2023, 2023-2024, 2024-2025
Challenge 7	- Positive parent engagement in 'share' events (class assemblies, reading café, Mothers'/Fathers' Day etc)

Parent partnerships support the development of shared approaches to overcoming barriers to improve attendance/punctuality, and to raise attainment All families feel welcome and supported to approach the school to ensure that their children are able to have the same opportunities to both essential and wider curriculum access.	- Increased participation in parent workshops (Reading, behaviour, ELSA, maths etc) - Attendance records report improving patterns of (and total) attendance with respect to those families for whom this data has historically proven to be less-favourable - Parents will feel comfortable to approach members of staff at the start or end of the day - The reintroduction of Parent Forums will be well attended. - Academic Results 2022-2023, 2023-2024, 2024-2025
Challenge 8 No child is denied the opportunity to wider enrichment activities, purely due to their socio-economic circumstances: a range of such activities is available to all	- Continued full attendance and take-up on school trips and other enrichment activities - The school will have a list of events, visits and activities that all children will experience

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: **£3798**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Pupil Premium Strategy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,3,4,5,6,7
Implementation of School Development Plan		
Assessment & Intervention: Materials & Training Purchase and use of standardised, diagnostic assessments (researching means of tracking the development of vocabulary/oracy & reading rate and fluency) Targeted training to ensure rigour in the administration of diagnostic tests and interventions and the analysis and interpretation of results Continued development of the use of the Insight tracking system Use of SHINE intervention materials	Patterns of strengths and weaknesses are identified within individuals and class groups, and across wider school groups, which are then used to inform teaching and intervention programmes. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Oral language interventions Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1,2,3,6
CPD: Social & Emotional Learning and Wellbeing Development of approaches (through CPD) to further embed high quality social	Use evidence linking improved social and emotional skills with improved outcomes at school and in later life (eg improved attitudes, academic	5 (4)

and emotional learning into routine educational practice (See ELSA 'Activity': 'Wider Strategies' below)	performance, behaviour, mental health, and relationships with peers) EEF Social and Emotional Learning 'Ensuring that every teacher is supported to keep improving is the key ingredient to a successful school' educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	
Coaching and CPD: Pedagogy and Learning Culture Development of the school's culture in terms of it being regarded as a working environment where evidence-informed research, high quality CPD, and coaching combine to create a culture where 'everyone is a learner' (Walkthrus CPD Package)	CPD is valued and runs through performance management, staff development and whole-school development structures https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,5,6
Development of oracy and communication skills Develop provision for high quality vocabulary/oracy teaching in the school, ensuring that vocabulary acquisition and application is an integral structure of all areas of the curriculum To purchase books to encourage interest in subjects, support the learning and applying understanding of new learning	Use evidence linking the importance of vocabulary and oracy to ensure the curriculum is threaded with explicit vocabulary teaching and learning opportunities which build year on year EEF Vocabulary Enrichment Intervention EEF Guidance for teachers – Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	6 (1,2,3,5)

<i>Leadership Time</i> Regular release time for in depth analysis of Pupil Premium Data in relation to whole school data, and frequent reviews to Pupil Premium Strategy	1-day cover per half term for Pupil Premium Lead and HT to monitor progress of disadvantaged children and progress of planned activities described herein: this may include data analysis, lesson drop-ins, pupil perception surveys etc, as well as continued research, and refocusing of the Pupil Premium Strategy where necessary Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	All challenges

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

Budgeted cost: **£28,589**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target Time Introduction of 'Target Time' for all children in Key Stage 2. TAs are allocated to classes for two longer sessions per week in which all children receive targeted intervention on key English and Maths skills This is linked to SEND learning plans, now maintained on Insight, which better allow series of shorter, more focused intervention	Additional TA support can add value to pupil attainment and their development as learners; they can deliver high-quality, evidence-informed interventions to individuals or groups. School-based tuition is targeted at specific needs and knowledge gaps which can be a very effective method to support disadvantaged and/or low-attaining pupils Oral language interventions Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3 (6)
Lowest 20% Readers Additional support staff hours across school to ensure that 'Lowest 20% Readers', including 32% PP eligible, are supported daily with their reading.	School-based tuition is targeted at specific needs and knowledge gaps which can be a very effective method to support disadvantaged and/or low-attaining pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Tutoring After-school Tutoring will be offered to all pupil premium children as well as pupils who class teachers feel would benefit from additional support	School-based tuition is targeted at specific needs and knowledge gaps which can be a very effective method to support disadvantaged and/or low-attaining pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,7 (4,5,6)

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
<i>Additional Support</i> Additional TA (mornings) support high needs disadvantaged group	Additional TA support can add value to pupil attainment and their development as learners; they can deliver high-quality, evidence-informed interventions to individuals or groups. https://educationendowmentfoundation.org. uk/ education-evidence/guidance- reports/teaching-assistants	1,2,3 (5,6)

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

Budgeted cost: **£15,682**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support Development of ELSA programme and provision of curriculum events/workshops for parents (eg, supporting reading, maths, social and emotional learning etc)	Use evidence linking improved social and emotional skills with improved outcomes at school and in later life (eg improved attitudes, academic performance, behaviour, mental health, and relationships with peers) EEF Social and Emotional Learning 'Ensuring that every teacher is supported to keep improving is the key ingredient to a successful school' educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	5,6 (4,7)
Enrichment out of school Funding available to ensure every child can access enrichment activities, including trips out of school and visitors, to help them develop 'character' and build 'cultural capital'	By 'Character,' we mean a set of attitudes, skills and behaviours – such as: self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, cope with difficult situations, and build cultural capital. There is growing evidence that these skills are important to children's later outcomes. https://educationendowmentfoundation.org	5 (4,6)
Enrichment within school Lunchtime/after-school clubs and opportunities offer further enrichment activities	See above	5 (4,6,7)

Community Activity To create at least one share afternoon where parents and carers are invited to support community engagement and the opportunity for children to share learning.	There have been many reports that highlight the importance of parental engagement and the impact this can have on all pupils. At Norton it is our aim to encourage engagement from the onset so that as a school will can build on the foundation year on year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement#:~:text=Technical%20Appendix-What%20is%20it%3F,supporting%20their%20children's%20academic%20learning.	8,7,and 5
Leadership and Management Leadership and management to make attendance a higher priority in pupils and parents minds To improve relationships and communication with parents and to communicate the importance of attending school. To review and develop systems and data linked to attendance. To respond promptly with intervention to pupils who are persistently absent or late.	Attendance for all pupils, including the disadvantaged group, can be improved by intervention https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4,5,7 (1,2,3,6)

Total budgeted cost: £48,069

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.

Attainment Data:

Data for Reading, Writing, Maths and Combined Measure has improved over the last term, indicating that the differential between the attainment of children with or without Pupil Premium eligibility has closed slightly.

38% of PP children (12/32) currently making expected attainment or higher in Reading/Writing/Maths (*combined measure*) compared with 75% of non-PP children. This figure, though low, has improved during the year from 22% (7/32) in the Autumn Term to 38% (12/32) in the Summer Term.

62% of PP children (20/32) currently making expected attainment or higher in Reading compared with 85% of non-PP children (*All children 82%*). This figure has improved from 47% (15/32) in the Autumn Term to 62% (20/32) in the Summer Term.

47% of PP children (15/32) currently making expected attainment or higher in Writing compared with 77% of non-PP children (*All children 73%*). These figures have remained the same in the Spring and Summer Term, with an improvement seen from the Autumn to Spring Term, 37% to 47%.

53% of PP children (17/32) currently making expected attainment or higher in Maths compared with 83% of non-PP children (*All children 78%*). 53% of PP children (17/32) currently making expected attainment or higher in Maths compared with 83% of non-PP children (*All children 78%*).

Our internal assessments therefore suggest that the performance of disadvantaged pupils, though improving, was still significantly lower than their peers.

Attendance:

Overall attendance in 2021/21 was 93.1% compared to pre-pandemic levels of 96-97%. This represents a significant difference. In a year again affected considerably by covid absence, absence among disadvantaged pupils was 3% higher than their peers. Attendance is again a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, linked clearly in some part due to covid-

related experiences. The impact was noticeable for many disadvantaged pupils. Pupil Premium money will be used to increase our capacity for ELSA wellbeing support for all pupils, and targeted interventions where required.

Other Areas

The school is not engaging as effectively with some parents of disadvantaged pupils as it could (perhaps as much as 30% of families) and events to which parents are invited, (such as parents' evenings, class information sessions, SEND meetings) do not have the required effect in targeting this group.

There is a relatively small crossover between SEND and pupil premium, and the school development plan for this academic year addresses the changes that are being made to further refine our provision.

Some funding was initially set aside to ensure we could connect with pupils remotely in the event of further covid disruption and, in particular, in relation to one child who was isolating permanently due to family circumstances. Happily, further lockdowns were not needed.

Externally provided programmes

Programme	Provider
Suffolk's Rural Disadvantage Project.	Education Endowment Fund

Further information (optional)

Additional activity

Our latest pupil premium strategy has been produced in light of extensive training undertaken as part of Suffolk's Rural Disadvantage Project. 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 case studies detailing how other schools have approached similar problems to those faced by our setting. This project is not being funded by pupil premium or recovery premium, but has also included/will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Develop the role of senior mental health lead, to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Continuing to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have also undertaken a SEO review of our pupil premium provision and have arranged an external Pupil Premium review.

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 have 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 and have redesigned our School Development Plan areas for implementation to more closely resemble the 'active ingredients' model set out in the above guidance, and following instruction on our Rural Disadvantage Project.

We have a robust evaluation and monitoring framework in place but also acknowledge that we have been better at evaluating attainment and progress related-intervention than, for example, the impact of our mental health and wellbeing provision.