

# Pupil Premium Strategy Statement

This statement details our 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.

## School overview

Detail	Data
School name	Ilkley Grammar School
Number of pupils in school	2224 (including P16) 1589 (years 7-11)
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers	Year 1 2023-24 Year 2 2024-25 Year 3 2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Carly Purnell Headteacher
Pupil premium lead	Lisa Capstick Assistant Headteacher
Governor / Trustee lead	Veronica Hepworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,575
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan Statement of intent

**‘Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it.’ *Caroline Belden: The Inclusion Solution***

At Ilkley Grammar School our aim is to ensure that all students, regardless of social background, have the chance to thrive and achieve their Personal Best. We aim for all students to enjoy an exceptional, inclusive learning experience so they have the ‘currency of choice’ in the future. No student should be disadvantaged in their pursuit of reaching their full potential and Ilkley Grammar School is committed to closing the achievement gap between those in receipt of pupil premium and those who are not. We strive to ensure that all students, particularly those who are disadvantaged, have a ‘seat at the table’ where their individuality, potential, and voices are recognised and celebrated.

In line with our Personal Best Values, we recognise the importance of personal development and as such we aim to equip our pupil premium students with personalised opportunities to develop cultural capital and extra-curricular opportunities, nurturing proud, resilient and responsible students who embody our school values.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the best progress and attainment possible, developing self-motivated, curious learners who are able to reflect and set goals for improvement. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, based on a firm evidence base. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approach is proactive in response to common challenges and individual needs:

- To ascertain barriers to achievement and to act early to intervene
- Close monitoring of student achievement, attendance and contribution to wider school life
- To relentlessly prioritise disadvantaged students whereby all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Research from the EEF suggests the gap widens with age; by implementing evidenced-informed strategies from year 7, we hope to mitigate against this. The key principles behind our strategy are based on the Education Endowment Foundation (EEF) who suggest that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below:

- Teaching: schools arrange training and professional development for all staff to improve the impact of teaching and learning for pupils.
- Academic support: schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to invest in extra help.

- Wider approaches: this may include non-academic activities such as music lessons for disadvantaged pupils; help with the cost of educational trips or visits; involvement in wider school responsibilities such as leadership opportunities.

We do not view our Pupil Premium cohort as a homogenous group. Instead, our approach is driven by individual need, rooted in robust diagnostic assessment, using a range of systems and strategies, rather than assumptions about the impact of disadvantage. We consider the challenges faced by Pupil Premium Plus students, such as those who are a 'child looked after' as well as 'post looked after' and are working towards being more trauma informed as a school, to support all students. This approach is now woven into our new Relationships Policy launched in September 2023.

Perhaps most importantly, we strive to support our disadvantaged students to be able to move onto their next stage of education whether at post 16 or post 18. We are always pleased when students remain with us for 7 years, but we recognise for some students, other routes are preferred, and we provide our disadvantaged students with the ability to make informed choices, be academically resilient, curious for learning and improvement and motivated to succeed in life in their chosen future pathway.

## Challenges

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

Challenge number	Detail of challenge
1.	<b>Attendance</b> Disadvantaged students' attendance is 7.9% lower than non-disadvantaged (week 39 2025). We strive to improve attendance for all of our students, aiming for 97%. Strategies for attending school, as well as support strategies to eliminate curriculum dysfluency following absence, is key.
2.	<b>Maximising achievement including the Basics measure.</b> Student outcomes at KS4 for our disadvantaged students, whilst showing an improvement, are lower than their IGS peers. With no progress measures in 2026, we continue to focus on maximising achievement in English and maths.
3.	<b>Co-occurrence of need</b> Awareness of disadvantaged students and individual needs. 32% of our disadvantaged cohort in Year 7-11 also have SEND with 13% having an EHCP. As our disadvantaged students are not a homogenous group, taking an individualised approach is necessary, as well as routinely looking for common patterns.
4	<b>Reading and foundational learning</b> KS2 data for some disadvantaged students in year 7 shows a literacy gap upon entry to IGS. The reading test for current Year 7, tested in Autumn 2025, showed that 46% (12) of pupil premium students who completed the test had a lower than chronological reading age compared to 21% of non-pupil premium students.

	22.5% of the Year 7 PP cohort achieved a scaled score of less than 100 on the KS2 Reading test.
5	<b>Behaviour and attitudes</b> There is a differential between disadvantaged and non-disadvantaged students achieving Excellent and Good as part of their Commitment to Learning grades as well as the number of internal and external suspensions received. In addition, a greater percentage of negative behaviour incidents are awarded to disadvantaged students.
6.	<b>Participation in the personal development opportunities</b> Despite a significant improvement, some disadvantaged students participate less in some extra-curricular activities, trips and visits outside of the rich universal offer for all. The barriers to participation can include transport home and associated costs.

## 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 by 2026	Success criteria
To achieve and sustain improved attendance for disadvantaged pupils	PP attendance to be above 90% by end of 2025-2026. Reduce persistent absenteeism year on year for 3 years. PP vs. non-PP attendance gap to reduce by 2026. In 2025-26, for some of our disadvantaged students, our aim will be to ensure that they attend their alternative provision regularly in line with their individual needs e.g. MNHES, college, work experience. We are aware that our overall attendance figures may be affected by these placements, however the decisions taken are always in the best interests of the child.
Disadvantaged students to show positive academic progress and improved attainment, in line with national figures	All disadvantaged students follow an appropriate curriculum that is broad and balanced, leads to success and prepares students for next stage of their education. Students who require it receive timely and effective support to develop their phonics, literacy and numeracy skills. Quality Assurance confirms that the curriculum, delivered through quality first teaching responsive to need, enables all students, but especially those who are disadvantaged, to achieve their Personal Best.
Improved numbers of disadvantaged students to achieve at least a standard pass in English and maths	Significant improvement in number of PP students achieving a standard pass in at least one English or maths by 2026, particularly for MPA students. Any maths or English intervention, both internal and external, overrepresents PP students who require support at all ranges of ability. Students achieving the Basics Measure will continue to increase following a positive 18% improvement at the 5+ measure and 9% improvement at the 4+ measure in 2025.

Monitor the option pathways by PP students year on year to ensure students are on ambitious and appropriate pathways	<p>Maintaining the element of choice for student options whilst ensuring students are encouraged and supported to select ambitious pathways.</p> <p>All PP students have a 1:1 options discussion in Year 8, 9 and 11.</p>
PP students to be on the correct pathway to allow them to achieve next steps in Post-16, taking into account individual needs.	<p>All PP students to have an appropriate Post 16 pathway suitable to their aspirations through personalised support and guidance.</p> <p>All PP students receive an early bespoke careers interview in KS4. Gatsby Benchmark 3: Addressing the needs of each pupil and Gatsby Benchmark 8: Personal Guidance</p> <p>No PP students will be recorded as NEET continuing the success in 2025.</p>
Encourage aspiration and ambition in disadvantaged students.	<p>Students with emerging behaviour, cognition or emotional needs will be given support through a variety of strategies to ensure positive relationships and progress being made as they move through IGS. Reduction seen in behaviour and suspension statistics and repeat behaviour sanctions for PP students. Students come to school feeling motivated and ready to learn, evidenced through improved Commitment to Learning.</p> <p>Students take part in activities such as Oxpire and Speaker's Trust.</p>
Support for disadvantaged students who have barriers to access extra-curricular activities.	<p>Financial criteria are not a barrier to disadvantaged students attending extra-curricular activities, because we provide partial funding of at least 50% of the cost. Increasing number of Disadvantaged students taking part in extra-curricular activities, especially the uptake of leadership roles (monitored through platforms such as Arbor and internal tracking systems)</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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Champions in core subjects to focus on 3 key areas:</p> <p>Relentless prioritisation of PP students through accurate assessment, data monitoring and impactful intervention.</p> <p>Designing and reviewing strategies for removing academic barriers at subject level.</p> <p>Creation of a 'catch up and keep up' curriculum to support students with persistent or severe absence.</p> <p>Facilitate and monitor attendance at subject interventions</p>	<p>EEF Guidance document: Improving literacy in secondary schools (2018) Recommendation 7</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	1,2,
<p>Whole School CPD focuses on Inclusion and Belonging, with a particular focus on SEND. Impactful strategies will be shared with staff to support student access to the curriculum.</p>	<p><a href="#">EEF Special Educational Needs in Mainstream Schools</a></p>	2,3,4
<p>Testing, monitoring and intervention for students where literacy, particularly reading is a barrier to reading through Literacy Assessment Online, the well embedded Rapid Plus programme as well as the newly established FLG group in year 7.</p>	<p><a href="#">EEF Literacy Interventions</a></p>	2,3,4
<p>The promotion of reading and vocabulary building across the school and home. Curriculum subjects to build in explicit vocabulary instruction and approaches to decoding text. Continue whole school 'reading for pleasure' strategy including the form time reading programme</p>	<p>'The Oxford Language report - Building Children's Vocabulary at Home and School Lower reading age is also directly linked to pupils' academic success.</p> <p>EEF press release: Attendance and reading keys barriers to disadvantaged students' progress</p>	2,4

	<a href="#">National Literacy Trust</a>	
<p>Work with attendance, pastoral and inclusion team to support students to improve their Commitment to Learning, ensuring they are able to access their curricula without barriers.</p> <p>Use of CPOMs and work as part of the safeguarding and attendance team to monitor students' wellbeing and external pressures.</p> <p>Ensure relevant staff are regularly informed of the ongoing external pressures where patterns emerge.</p> <p>Reminders to staff to celebrate PP students at every opportunity and to contact home for positive reinforcement.</p>	<p>Ensuring that all staff maintain high expectations and a 'can do' attitude around disadvantaged students is key to improving the students' self-belief.</p> <p><a href="#">Teacher toolkit Pygmalion effect</a></p> <p>'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.' As noted in; <a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice 2015</a></p> <p>John Hattie's work on the rope theory discusses self-efficacy as well as 'defensive pessimism'. Many issues that we work to combat are found in his rope theory, discussed below.</p> <p><a href="#">Models of Self-Concept that are Neither Top-Down or Bottom-Up: The rope model of self concept. Hattie</a></p> <p>Hattie's Mind frame 7: 'Teachers/leaders believe that it is their role to develop positive relationships in classrooms/staffrooms.'</p> <p><a href="#">Visible teaching. John Hattie 2012.</a></p> <p><a href="#">Meeting the needs of adopted and permanently placed children. A guide for school staff.</a></p>	1
<p>QA focusing on the learning diet of PP students with a particular spotlight on those with co-occurrent SEND: work scrutiny and student voice sample to be undertaken termly through pupil pursuits with findings being shared with Subject Leaders</p> <p>Analysis of Edulink and CtL grades to look for opportunities to improve student engagement.</p>	<p><a href="#">Ofsted Inspection Framework November 2025</a></p> <p><a href="#">Rob Coe Great Teaching Toolkit</a></p>	2, 3
<p>Use existing school systems e.g CIPs, Appraisal, Results Analysis, QA to relentlessly prioritise PP students. Ensure PP students are prioritised for curriculum QA activities.</p>		1, 2, 3, 4, 5

Leadership and accountability: Create a leadership culture of 'collective responsibility' for the progress of disadvantaged students- establish through appraisal, development planning and meeting agenda (implement priority areas on pedagogy to improve student outcomes and disadvantaged progress on CL/HoDs' Development Plans		
Ensure that PLAC/LAC students with trauma related barriers, including bereavement, are well known to staff alongside strategies to support these students in lessons.	Trauma resources linked to therapeutic research <a href="https://beaconhouse.org.uk/resources/">https://beaconhouse.org.uk/resources/</a> Trauma informed practice work by Dr Jennifer Nock <a href="#">Therapeutic and trauma informed resources. Beacon house.</a>	3,5
<p>Ensure strategies to support students, including 'powerful adaptations' for students with SEND, are regularly shared via email, staff bulletin and are central to the school CPD sequence.</p> <p>Embed Action 5 and 'I-G-S' (interactions, giving quality feedback, strategic seating) as key factors in quality first teaching responsive to need.</p> <p>Subject Leader Meetings and staff meeting agendas feature time for quality discussion and sharing best practice e.g. Action 5, successful PP strategies and trauma informed practice.</p> <p>CPD session for ITT students to outline key strategies for working with and improving outcomes for disadvantaged students, with a primary focus on exceptional teaching strategies.</p>	<a href="#">EEF Professional Development</a>	2,3



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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with the AAHT (Achievement, Standards and Data Systems) to ensure that interventions for disadvantaged students are data-led and research informed in line with the LP20 intervention strategy and decisions regarding private tuition.</p> <p>AHT to work closely with Y11PrExL and Achievement Leader to identify students who may need communication home to encourage attendance to intervention sessions ahead of the mock exam period. This may be particularly relevant for students with NEA.</p> <p>Monitor the efficacy of external and in-house intervention in maths and English, ensuring that content and delivery is in line with IGS curricula. Closely monitor attendance and progress within targeted intervention prioritising students at risk of not achieving standard passes in English and/or maths.</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p>Use of PP champions in English, maths and science to deliver structured interventions, particularly for students with persistent absenteeism. Sequence a 'catch up and keep up curriculum' utilising Ed Tech to help prevent disenfranchisement and knowledge dysfluency</p>		1,2,5
<p>In house tuition for identified Y11 students on Alternative Provision pathway, with a focus on maths and English. Include one-to-one timetabled sessions delivered in the nurture/behaviour centre as part of some students' provision (including Ed Class)</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all PP students are on the correct courses and pathways, including post 16. This includes prioritising PP students for careers interviews and support from Y10 onwards, with follow up after Y11 to ensure no students are, or become, NEET. Individual one to one conversations with all PP students in Y8 and Y9 ahead of their options being chosen to ensure informed, supportive and aspirational advice is given.	<a href="#">Reducing the number of young people not in employment, education or training. Public Health England.</a>  <i>R Allen and D Thomson, 'Changing the subject: how are the EBacc and Attainment 8 reforms changing results?', The Sutton Trust, 2016</i>	3,4,5
Financial support to access school trips. At least 50% of the cost is offered for trips connected to their course of study and C&C week, to ensure that all students have the chance to participate.	<a href="https://www.suttontrust.com/wp-content/uploads/2021/04/School-Funding-and-Pupil-Premium-2021.pdf">https://www.suttontrust.com/wp-content/uploads/2021/04/School-Funding-and-Pupil-Premium-2021.pdf</a>	5
Increase number of students using breakfast club by removing any social stigma and using Armitage café as a safe and inclusive social space.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour <a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</a>	1,3,5
Uniform provision	Research by the Children's Society shows the detrimental effect that not having correct uniform can have, we therefore strive to ensure that disadvantaged students can have the school uniform and non-branded items such as school shoes that are line with the majority choices that are made by their peers. <a href="https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer">https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</a>	1,3,5

	<a href="https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/">https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/</a>	
Educational supplies, including access to iPads.	<p>We ensure that all disadvantaged students have an iPad so that they are fully part of our iPad community in line with the rest of their peers.</p> <p><a href="https://www.bbc.co.uk/news/uk-england-55816686">https://www.bbc.co.uk/news/uk-england-55816686</a></p> <p><a href="#">Digital Youth Index Report</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2021/04/School-Funding-and-Pupil-Premium-2021.pdf">https://www.suttontrust.com/wp-content/uploads/2021/04/School-Funding-and-Pupil-Premium-2021.pdf</a></p>	2,3,4
<p>Music lessons and extra-curricular support.</p> <p>Monitoring system in place to review the uptake of the extra-curricular offer by PP students.</p> <p>Student voice to establish barriers to uptake of extra-curricular activities.</p> <p>Timely follow up after Enrichment Fayre</p>	<p>Children from the poorest households are much less likely to take part in any extra-curricular activity, but particularly music and sport therefore we fund the cost of musical instrument/singing lessons. We will also look to support extra-curricular activities inside and outside of IGS where required to enable disadvantaged students access to sports or dance clubs.</p> <p><a href="#">Social Mobility Commission report. An unequal playing field: Extra-curricular activities, soft skills, and social mobility.</a></p>	5
<p>Work with the safeguarding and attendance team to reduce the percentage of disadvantaged Persistent Absentee students, following the school attendance strategy.</p> <p>Collaborate with other schools with a track record of improving PP attendance.</p> <p>Investigate introduction of a 'phased return' student model as well as an 'attendance course' for students at risk of PA.</p>	<p>DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>For our PP families we feel that a personal and individual approach, given our small number is the best approach to take. This is in line with the EEF guidance on working with parents to support children's learning.</p> <p><a href="#">Working with parents to support children's learning</a></p> <p>The importance of early intervention is highlighted in this 2023 research from the FFT data lab.</p> <p><a href="#">FFT research into link between early absence and chance of becoming PA.</a></p>	1,3

**Total budgeted cost: £150,000**

## 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.

#### **Teaching:**

This cohort of students did not take KS2 SATs therefore there is no national P8 figure for comparison. As such, any reference to progress or starting points, estimated using external baseline testing, is done so with caution. Internal data suggests students achieved a P8 score of -0.3, a significant improvement from -0.59 in 2023-24. 7 students made exceptional progress from estimated KS2 starting points, from across all prior attainment categories (averaging either 1 or 2 grades higher than similar students with similar starting points, using collaboration data) A8 for the disadvantaged cohort exceeded national: 38.1 compared to a national figure of 34.9.

9 students (40.9%) achieved the Basics Measure securing English and maths at a grade 4+ compared to a national average of 43.5% with the gap trend narrowing between school disadvantaged compared to national non-disadvantaged. 14 students (63%) secured a 4+ in English. 6 students (27.2%) achieved a 5+ in English and maths in line with national averages. This is a positive 18% improvement at the 5+ measure and 9% improvement at the 4+ measure compared to 2024. Both humanities and science performed above national averages in their GCSE outcomes: humanities exceeded the national average for standard passes, while science exceeded it for strong passes. While the small, disadvantaged cohorts and wide confidence intervals mean there are limitations in using and drawing conclusions from data alone, the number of students achieving the Basics, particularly in maths, will continue to be a priority.

Quality Assurance confirmed staff could identify their PP students and understand ways to support them. Barriers to learning, including SEND was, and remains, a whole school focus, and within this strategy opportunities were taken to support our PP students with literacy development.

Alternative provision was in place for several of the students in this cohort as they had specific needs. Additional qualifications such as functional skills in English and Maths were facilitated to support progression post-16.

#### **Targeted Support:**

Pupil Premium students were overrepresented in the LP20 cohort with 9 students receiving private tuition from Kip McGrath for maths or English. Pleasingly, 6 out of the 9 students achieved a grade 4+ in English, however only 2 achieved a standard pass in Maths. Disadvantaged students in the LP20 cohort made improvements on average from the mock exams to the summer exams overall (+0.02), but engagement with the programme was inconsistent due to poor attendance from some students. Pupil Premium students, at risk of not

getting a pass in English, also received weekly small group tuition from the English Pupil Premium Champion resulting in a positive English Language residual of 0.26 for this cohort with 63% of disadvantaged students achieving a 4+ in English.

### **Wider Strategies:**

Regarding destinations, 11 students have continued their studies at IGS (an increase of 6 from 2023-24). 10 students have secured offers at college, studying a range of courses such as Computer Game Design, Joinery, Sports Coaching and Engineering Operations. A further bespoke pathway was designed for a student with additional needs, the result of the dedication and tenacity of Inclusive Learning and the careers team who continue to work tirelessly to ensure students, particularly those in receipt of Pupil Premium, have appropriate destinations. As a result, no students are recorded as NEET.

The close monitoring of student participation in extra-curricular and leadership activities highlights that we have narrowed the gap and, in some cases, closed the gap between PP student participation and non-PP student participation. 90% of PP students are involved in an enrichment activity (compared with 91% non-PP), an increase of 4% from the previous year. 84% of PP students have been on a trip, the same as their non-disadvantaged peers and a 3% increase on the previous year. 38% of PP students have taken up a leadership opportunity, compared with 40% non-PP, a very pleasing increase of 24% from the previous year.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Maths and English tuition	Kip McGrath
Therapy	Changing lives through horses
Educational provision for students with medical needs	MNHES
Alternative Provision maths and English programme	Ed Class

## **Service pupil premium funding (optional)**

<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### **Additional activity**

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

- embedding work on Inclusion and SEND with planned and sequenced staff CPD on responsive teaching, cognitive science, and further development of our world class curriculum to benefit all students but especially those that are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate in internal and external extra-curricular activities

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including exams and assessments, whole school Quality Assurance, conversations with parents, students, and teachers in order to identify the challenges faced by individual disadvantaged pupils to ensure we did not adopt a homogenous standpoint. 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.

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

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils by primarily focussing on how students learn their curricula.