

Colman Infant School

Pupil premium strategy statement – 2022 to 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 impact that last year's spending of pupil premium had on outcomes for disadvantaged pupils.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 162 |
| Proportion (%) of pupil premium eligible pupils | 25.3% |
| Academic years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Catherine Wright Interim Executive Headteacher |
| Pupil premium lead | Katherine Morley |
| Governor / Trustee lead | Kate Weight |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £55,290 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £2,755 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £58,045 |

Part A: Pupil premium strategy plan

Statement of intent

At Colman Infant School we have high expectations of all learners. We actively promote an inclusive culture in school, responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. The proportion of pupils who speak English as an additional language is above the national average and rising; at the time of this review 38% of our pupils are recorded as having EAL compared to 36% in 2022 and 34% in 2021. Included in this group are a number of children and families with refugee status. 25% of pupils in our school attract Pupil Premium funding. This is also above the national average figure. In planning provision, we consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are considered 'disadvantaged' or not. Our strategy plan is based on the belief that all will achieve, and is focused on closing any identified achievement gap.

Our Pupil Premium strategy plan is a carefully staged process involving assessment, planning, implementation and review. It is aligned with our school development plan, other existing practices, and plans for education recovery, to ensure effective implementation and sustained impact. Our selection of approaches and interventions is informed by the work of the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement. During the review stage we consider any activities that we should discontinue because their impact is weaker than we believe other approaches may achieve.

Our strategy focuses on what we can affect including the experiences of disadvantaged pupils in school, their sense of belonging and self-esteem. Our Federation staff team includes a specialist EAL teacher, a Pastoral and Parent Support Adviser and an Attendance, Pastoral and Safeguarding Support Worker.

Our knowledge and language rich curriculum is the strong foundation for teaching and learning at Colman Infant School and quality first teaching underpins our Pupil Premium strategy. High quality teaching benefits all children, but the effects are especially significant for pupils from disadvantaged backgrounds (Sutton Trust 2011). Our teachers value every individual member of their class and are familiar with their strengths, interests and needs. They employ inclusive teaching approaches and strategies based on the science of learning and most recent educational research and thinking e.g. meta-cognition, cognitive load and working memory.

We are ambitious for all learners and ensure that all pupils are challenged in the work that they are set. We know that there will be a small number of children for whom the acquisition of language, reading and literacy skills will be a challenge. However, through carefully targeted, evidence informed intervention the expectation remains for good progress from assessed starting points. We have skilled staff trained in the effective development of language skills and early reading who are able to act early to intervene at the point need is identified.

At Colman Infant School we prioritise continuing professional development (CPD) for our teaching team e.g. The National College membership, VNET, PHSE Association membership.

Support staff have a weekly half hour CPD slot that focuses on their needs and supports best practice in the classroom.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p>Communication and Language</p> <p>Assessments, observations, and discussions with pupils and parents indicate underdeveloped oral language skills among many disadvantaged pupils.</p> <p>We receive pupils from a wide range of pre-school settings (18 in 2023). Lockdown and associated closures disrupted children’s pre-school and EYFS experience with periods of time when they had little or no social interaction with those outside their immediate family. Teacher assessment and observations indicate that pupil’s social and communication skills have been adversely affected with some children showing difficulties in self-regulation, positive social interaction, self-help skills and ‘readiness’ for learning.</p> <p>On entry to school (September 2023), baseline language assessment indicated that the language development of 58% of pupils was just below or well below the expected standard (WellComm: Well below 29%; Just Below 29%). For pupils in receipt of Pupil Premium the percentage was higher, with 56% of pupils scoring Well Below and 33% scoring Just Below the expected standard.</p> |
| 2 | <p>Phonics and Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>An additional effect is seen in Assessing Primary Writing (APW) assessments and comparative data that indicates children who are disadvantaged are attaining at a lower level in writing than their non-disadvantaged peers.</p> <p>APW 2022 Year 1 scaled score average: not PP 374; PP 331; Gap = 43 APW 2021 Year 1 scaled score average: not PP 430; PP 363. Gap = 67</p> <p>Compared to last years’ result, although the disadvantage gap has narrowed, the overall standard of writing for all pupils has fallen.</p> <p>We monitor the development of pupils’ phonic knowledge and skills carefully, and use formative and termly summative assessment to create homogenous teaching groups. Historically we have targeted additional support at the lowest 20% helping children to keep up with their peers. However, post pandemic we identified a dip in attainment and progress in phonics and reading, and in response we have extended our programme of support and intervention to include 35% of pupils in school who are struggling to make expected progress in phonics and reading. 56% of pupils eligible for Pupil Premium funding in Key Stage 1 receive additional reading support. 85% of pupils receiving intervention have one or more identified additional vulnerabilities e.g. PP, EAL, SEND.</p> |

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| 3 | <p>Mathematics</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils was impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations (see also challenges 1 and 4, social and communication skills and emotional well-being). In the Summer Term 2023, end of Key Stage 1 attainment in Maths indicated that 56% of all Year 2 pupils achieved the expected standard or better.</p> |
| 4 | <p>Emotional well-being</p> <p>Teacher referrals and Parent requests for support increased during the pandemic and have remained high. This is evidenced by the number of concerns recorded on CPOMS.</p> <p>Last academic year 31% of pupils received some form of support from the Pastoral and Parent Advisers, 80% of these pupils were in receipt of Pupil Premium. As well as emotional difficulties, weak social and self-regulation skills are often the focus of individual and group support.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils at the end of KS1. | <p>Standardised assessment data will show that disadvantaged pupils make good progress in reading, and reading attainment is in line with their non-disadvantaged peers.</p> <p>No More Marking (APW) data will show that the gap between disadvantaged and non-disadvantaged children's attainment in writing has closed over the duration of this plan.</p> <p>N.B. At the end of the academic year 2022-2023 the Federation terminated its subscription to APW, so this data will no longer be available for comparison.</p> |
| Improved maths attainment for disadvantaged pupils at the end of KS1. | Standardised assessment data will show that the gap between disadvantaged and non-disadvantaged children's attainment in Maths has closed over the duration of this plan. |

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| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • improved 'readiness' and behaviours for learning in class • results of assessment of pupils' levels of well-being and involvement, Leuven Scale • qualitative data from pupil voice, parent surveys and teacher observations • a reduction in referrals for Pastoral support, particularly among disadvantaged pupils |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • average pupil attendance rate moving closer to set target of 97% (2021-2022 = 90.48%, 2022-2023 = 92.3%) • average attendance rate for pupils in receipt of Pupil Premium to be closer to the average for all pupils (2020-2021, gap = 3.24%, 2021-2022, gap = 2.98%, 2022 -2023, gap = 2.3%) |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2023 – 2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,257.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Embed oral language approaches across the school curriculum, acknowledging the importance of spoken language and interaction and supporting pupils to articulate key ideas, consolidate</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF Toolkit</p> | <p>1</p> |

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| <p>understanding and extend vocabulary.</p> <p>Oral language approaches will include:</p> <ul style="list-style-type: none"> - daily planned reading aloud and book discussion - explicitly extending pupils' spoken vocabulary - the use of structured questioning to develop reading comprehension (Blank Language Scheme) - the use of purposeful, curriculum-focused, dialogue and interaction <p>We will continue to fund a Specialist Speech and Language Teaching Assistant (0.4) who works directly with children and provides advice and training to teachers and Teaching Assistants.</p> <p>Colman Federation School Improvement Development Plan 2023/2024, Priority E2 and E4</p> | | |
| <p>Ongoing programme of:</p> <ul style="list-style-type: none"> • CPD • mentoring • monitoring and assessment • maintenance of resources <p>to secure stronger phonics teaching for all pupils.</p> <p>Colman Federation School Improvement Development Plan 2023/2024, Priority A1</p> | <p>Read Write Inc. is a Systematic Synthetic Phonics (SSP) programme validated by the DfE.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF Toolkit</p> | 2 |
| <p>Enhancement of our maths teaching and curriculum planning in</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p> | 3 |

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| <p>line with DfE and EEF guidance through the implementation of our Maths Mastery Development Plan.</p> <p>We will fund release time for 3 key teachers across the school (Maths Subject Leader in Year 2, plus teachers in Year 1 and EYFS) to access Maths Hub resources and CPD (including Teaching for Mastery training) and to plan and implement a Maths Mastery approach.</p> <p>Colman Federation School Improvement Development Plan 2023/2024, Priority A3</p> | <p>Teaching of Mathematics, drawing on evidence-based approaches. Maths Guidance KS1 and 2, DfE 2020</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,675.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>In the Reception classes we will continue to use WellComm to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral Language Interventions EEF</p> | <p>1, 2, 4</p> |
| <p>RWInc. Fast Track Tutoring targeted at disadvantaged pupils who require further phonics support.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics EEF Toolkit</p> | <p>2</p> |

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| <p>Additional one-to-one reading support at word and text level for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. Tuition will be delivered by a teacher and based on well established, evidence informed reading interventions, A.R.R.O.W., Catch Up, and Precision Monitoring</p> <p>N.B. This tuition was funded by the Recovery Premium and the temporary contract with the Reading Teacher was terminated at the end of the academic year 2022 – 2023.</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>Evidence shows that one-to-one literacy focused tuition shows greater impact in Primary schools. Short, regular sessions over a set period of time appear to result in optimum impact. Disadvantaged and low-attaining pupils typically receive additional benefits from one-to-one tuition. The tutor can focus on the needs of the learner and provide teaching closely matched to their understanding while providing positive feedback.</p> <p>EEF Toolkit</p> <p>A.R.R.O.W. and Catch Up – ‘What Works for Pupils with Literacy Difficulties’, 2020, Gary Lavan and Joel Talcott</p> <p>Precision Teaching – Applied Psychologies 2019</p> | <p>2</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,075.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Improve the quality of social and emotional (SEL) learning and behaviour in school.</p> <p>Our PHSE Policy will be reviewed and SEL approaches will be embedded into routine educational practices. Assemblies will be planned to cover aspects of PHSE and Social and Emotional Learning (SEL). Three Emotional Literacy Support Assistants</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Social and Emotional Learning</p> <p>‘When the adults change everything changes’ Paul Dix 2017</p> <p>PIVOTAL</p> | <p>4</p> |

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| <p>(ELSA), one in each year group, have been trained and deployed to increase the capacity of in-house support for pupils with low level SEMH difficulties. Supervision by an Educational Psychologist will be provided.</p> <p>We will continue to fund a team of adults who provide specialist targeted support for pupils and families i.e. Pastoral and Parent Support Adviser, Attendance, Pastoral and Safeguarding Support Worker and EAL Teacher.</p> <p>Colman Federation School Improvement Development Plan 2023/2024, Priority C2, C4 and C5</p> | | |
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Total budgeted cost: £58,007.00

Part B: Review of outcomes in the previous academic year 2022 - 2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Speech, language and communication • Phonics, reading, spelling and writing • Maths | |
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| Activity | Outcome |
| <p>Embed oral language approaches across the school curriculum, acknowledging the importance of spoken language and interaction and supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Associated CPD delivered: 1.11.22 Communication Supporting Classrooms 26.1.23 Quality Interactions in the Classroom 27.4.23 Phonological Awareness 5.9.23 Teaching Vocabulary</p> | <ul style="list-style-type: none"> • Teachers have a good understanding of the methods for teaching vocabulary • The learning environment stimulates and supports pupils' oral communication and interactions • All teachers and TAs engage in high quality interaction and employ strategies that support pupils to articulate key ideas, consolidate understanding and extend vocabulary • Teachers' planning identifies explicit opportunities to teach vocabulary • Assessments and observations indicate significantly improved oral language. This is evident when triangulated with other sources of evidence, including interactions, engagement in lessons, book scrutiny and ongoing formative assessment. <p>WellComm – Targeted language intervention</p> <p>From the Wellcomm screening assessment administered in the Autumn Term 2022 22% of the year group were identified as having very weak speech, language and communication skills, well below the expected standard for their age. Over 90% of the children in this group had at least one additional vulnerability, for example EAL, SEN and 55% attracted Pupil Premium funding. During the academic year 2022-2023 all of the identified children received group intervention following the WellComm programme. Following intervention all of the pupils had made progress; 36% had speech, language and communication skills at or above the expected level for their age; 36% were just below and 27% were below the expected standard for their age. Those who made the least progress will benefit from 1:1 support from our specialist Speech and Language Teaching Assistant and potentially a referral to the Speech and Language Therapy Service.</p> |

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| <p>A programme of regular Read Write Inc. training, and audit and re-organisation of resources to secure stronger phonics teaching for all pupils.</p> <p>Associated CPD delivered: 13.9.22 RWI Preparation and Planning 20.10.22 RWI Preparation and Planning 12.1.23 FastTrack Tutoring 27.4.23 Phonological Awareness 5.9.23 RWInc. Expectations of Practice and Progress</p> <p>Read Write Inc. Fast Track Tutoring - Focused on disadvantaged pupils who require further phonics support to reach the expected standard in the Phonics Screening Check at end of Year 1.</p> | <ul style="list-style-type: none"> • Programme of regular short training inputs planned and delivered by Katherine Morley, Phonics/RWInc. Subject Leader • RWInc. resources audited, refreshed, replenished and readily accessible to all group leaders • All new members of staff and Teaching Assistants are well equipped and confidently contribute to the effective delivery of RWI. group teaching and Fast Track Tutoring as directed • Change of time for RWInc. group sessions benefits pupils who were persistently late • Change of timetable on Fridays increased RWInc. teaching time for all • Adjustments to the monitoring and assessment plan including the review of Year Group Provision Maps linked to Pupil Progress meetings ensures a prompt response to pupils who are not making expected progress • Working in smaller well targeted Phonics groups pupils receive closer attention and make faster progress • A comprehensive programme of reading support and intervention ensures that individual needs are identified and met and all children make good progress. See Read Write Inc. Fast Track Tutoring outcome. <p>In 2022 the results of the reinstated statutory Phonics Check showed that 57% of pupils passed the check at the end of Year 1 and 85% at the end of Year 2.</p> <p>In 2023 70% of pupils passed the Phonics Check at the end of Year 1 and 82% at the end of Year 2.</p> |
| <p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance through the implementation of our Maths Mastery Development Plan.</p> | <ul style="list-style-type: none"> • Led by the Maths Subject Leader, trained in Maths Mastery, the approach to maths teaching and learning is embedded across the school • Children can verbally explain their mathematical thinking • All children have an appropriate level of challenge in Maths lessons <p>In Summer 2023, at the end of their Reception Year, 67.3% of pupils achieved the expected standard in the Maths strand of the EYFS Framework.</p> <p>In KS1 56% of all pupils achieved the expected standard or better in Maths.</p> |
| <p>Additional one-to-one reading support at word and text level for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> | <p>In September 2022, 25% of the pupils in Year 2 were identified as needing additional one-to-one reading support. A significant proportion of the pupils attracted Pupil Premium funding (67%) and the remainder had additional vulnerabilities e.g. SEND, EAL. Reading interventions were delivered by a qualified Teacher (Precision Teaching of sight vocabulary and the Catch-Up Reading programme) and Norfolk Reading Project trained volunteers visited school weekly to hear individual pupils read. All the pupils made</p> |

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| | <p>measurable progress in terms of building reading confidence and a reliable sight vocabulary of high frequency words. Baseline assessment showed that the group average standardised score for single word reading was 81 (moderately low score, Single Word Reading Test 6-16, NFER Nelson). At the time of this review, further assessment indicated this average group score had increased to 85 (low average score) with 40% of the pupils progressing further, attaining standardised scores comfortably within the average range. Due to budgetary constraints this additional support was withdrawn in the Summer Term 2023.</p> |
| <p>Wider Strategies:</p> <ul style="list-style-type: none"> • Improving attendance and a range of socio-economic issues for families. • Improving emotional regulation and wellbeing for pupils. • Ensuring access to a broad and balanced curriculum and equality of opportunity. | |
| <p>Activity</p> | <p>Outcome</p> |
| <p>Improve the quality of social and emotional (SEL) learning and behaviour in school.</p> | <ul style="list-style-type: none"> • SEL approaches are embedded into routine educational practices. • Assemblies are planned to cover aspects of PHSE and Social and Emotional Learning (SEL). • Three Emotional Literacy Support Assistants (ELSA), one in each year group, have been trained and deployed to increase the capacity of in-house support for pupils with low level SEMH difficulties. • ELSAs receive regular supervision by an Educational Psychologist. |

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| <p>Sharing Pastoral Support Worker with Federation partner school to support pupils with emotional need that impacts their access to learning.</p> <p>Sharing Parent Support Adviser with Federation partner school to support families with acute need that impacts attendance and achievement.</p> | <p>Records for 2022 – 2023 showed that 7% of the pupil population received some pastoral support for social emotional needs. 83% of those who received intervention were in receipt of Pupil Premium funding.</p> <p>6% of pupils received a course of ELSA sessions The number of pupils able to access this intervention should increase this academic year as capacity has increased with all three ELSAs qualified.</p> <p>Over the course of the year 8 children and their families benefited from support through EHAPs.</p> <p>In total 31% of pupils received some form of support from the Pastoral and Parent Support Advisers during 2022 - 2023 e.g. 1:1 or small group intervention, the coordination of Family Support plans, courtesy calls and advice to parents, and signposting to outside agencies as appropriate. 80% of this group were in receipt of Pupil Premium.</p> <p>Other activities supported by the Parent Support Adviser and Pastoral Team, included Family Learning sessions, Parent meetings, 'New Intake' mornings, weekly 'Drop Ins' and occasional coffee mornings/afternoons. The Federation also operates a Food Bank and provides pre-loved uniform free of charge.</p> |
| <p>Sharing Attendance Officer with Federation partner school to support families with attendance issues.</p> <p>N.B. Following the resignation of the post holder this role ceased in Autumn 1 2023. An Attendance, Pastoral and Safeguarding Support Worker has been appointed to start in January 2024.</p> | <p>In the academic year 2022 to 2023:</p> <ul style="list-style-type: none"> • whole school average pupil attendance rate 92.30% • average attendance rate for pupils in receipt of Pupil Premium 89.99% • average attendance rate for pupils with English as an Additional Language (EAL) 92.31% <p>These results indicate increases compared to attendance rates in 2021 – 2022 and the gap between the average attendance rate for pupils in receipt of Pupil Premium and all pupils has closed further (2020-2021, gap = 3.24%, 2021-2022, gap = 2.98%, 2022-2023 = 2.31%).</p> <p>As previously the attendance rate for pupils with English as an Additional Language (EAL) was broadly in line with that of all pupils.</p> |

Externally provided programmes

| Programme | Provider |
|---|---|
| Read Write Inc. - Oxford Owl subscription | Ruth Miskin |
| Nelson Handwriting | Oxford Owl |
| Mastery Development | Angles Maths Hub |
| The National College Membership - Online CPD | thenationalcollege.co.uk |
| Just One Number Health Advice and Support for Children | https://www.justonenorfolk.nhs.uk/ |

Further information

Additional Activity

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

- embedding more effective practice around supporting retention of learning. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- subsidising educational visits and extra-curricular activities, including after school sports clubs to encourage and support the participation of disadvantaged pupils.

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 (see evaluation of the NELI).

The [EEF's implementation guidance](#) has helped us develop our strategy, particularly the 'explore' phase when we were identifying specific pupil needs and deciding which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

As well as carefully considering the efficacy of the interventions we implement we recognise the value of the everyday interactions between teachers and pupils and their families. We believe that 'relational strategies' (Jean Gross, 2022) are vital in supporting our pupils and helping to close the disadvantage gap. Therefore, approaches that help us know and better understand the children and families we serve will always underpin our PPSS, for example:

- taking time to seek and listen to pupils' views
- purposefully noticing and celebrating success
- paying attention to pupils' social and emotional development
- forging relationships with parents and promoting their engagement in their children's learning

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Reference: Jean Gross, 2022, Reaching the Unseen Children, Routledge