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Pupil Premium Strategy Statement

December 2023

Manor School



Pupil premium strategy statement

This statement details Manor 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 this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Manor School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Steven Thompson Headteacher
Pupil premium lead	Angela Boast
Trustee lead	Therese McNulty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,930 Made up of: 76 x primary funding allocation + 19 x secondary funding allocation
Recovery Premium funding allocation for this year	£67,328
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	£188,258

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding to help us continue to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face due to their SEND, we have seen slight variations in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Social opportunity and community participation
- Family functioning

At the heart of our approach is high-quality teaching focussed on the areas that our disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independence and social skills and continue to ensure that wider outcomes for our pupil population are enhanced.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experience each child requires to be prepared for adulthood.

Challenges

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

Challenge	Detail of challenge
*1	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
*2	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g. toileting and personal care, life skills and independent travel.
3	Our assessments show that disadvantaged pupils make less progress in the area of Reading/phonics . Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in this area compared to non-disadvantaged pupils. PP pupils= 94.9% compared to non PP pupils= 97.7% (- difference of 2.4%) (However, gap closed by 1.3% from previous year)
4	Our assessments show that disadvantaged pupils make slightly less progress in the area of Number . Whilst the types of barriers to learning and the difficulties

	<p>disadvantaged pupils experience vary, their overall academic progress tends to be marginally lower in this area compared to non-disadvantaged pupils.</p> <p>(PP pupils= 94.9% compared to non PP pupils= 96.6% (- difference of 1.7%)</p>
5	<p>Our assessments show that disadvantaged pupils made similar/ slightly more progress in the area of SEMH. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be slightly higher in this area compared to non-disadvantaged pupils.</p> <p>(PP pupils= 94.3% compared to non PP pupils=94.4% (negligible difference of 0.1%)</p>
Challenge overcome July 2023	<p>Our assessments show that disadvantaged pupils made more progress in the area of Expressive Communication. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be higher in this area compared to non-disadvantaged pupils.</p> <p>PP pupils= 94.6% compared to non PP pupils= 93.8% (+difference of 0.8%)</p>
Challenge overcome July 2023	<p>Our assessments show that disadvantaged pupils made similar/ slightly more progress in the area of Functional Skills. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be slightly higher in this area compared to non-disadvantaged pupils.</p> <p>(PP pupils= 86.5% compared to non PP pupils= 85.4% (+difference of 1.1%)</p>
Challenge overcome July 2023	<p>Our assessments show that disadvantaged pupils made similar/slightly more progress in the area of Geometry and Measure. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be similar/slightly higher in this area compared to non-disadvantaged pupils. Sustaining parity will be the challenge.</p> <p>(PP pupils= 98.0% compared to non PP pupils= 96.9% (+difference of 1.1%)</p>
Challenge overcome July 2023	<p>Our assessments show that disadvantaged pupils made more progress in the area of Receptive Communication. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be higher in this area compared to non-disadvantaged pupils.</p> <p>PP pupils= 94.3% compared to non PP pupils= 93.0% (+difference of 1.3%)</p>
Challenge overcome July 2023	<p>Our assessments show that disadvantaged pupils made more progress in the area of Writing. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be higher in this area compared to non-disadvantaged pupils.</p> <p>PP pupils= 96.3% compared to non PP pupils= 93.2% (+difference of 2.9%)</p>

Intended outcomes

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

Intended outcome	Success criteria
Sustained attainment for disadvantaged pupils in receptive communication , relative to their starting points as identified through assessments.	Through achievement, as demonstrated by our end of year assessments. To sustain parity in achievement by the end of our strategy in 2025/26.
Sustained achievement of PIP targets relating to expressive communication for disadvantaged pupils.	Assessment of communication PIP targets shows continued parity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2025/26.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of PIP half-termly outcomes. Through achievement of EHC plan outcomes.
Improved and later sustained attainment for disadvantaged pupils in writing , relative to their starting points as identified through assessments.	Assessment of writing PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 1.9% - 0% by the end of our strategy in 2025/26
Improved attainment for disadvantaged pupils in reading/phonics , relative to their starting points as identified through assessments.	Assessment of reading / phonics PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 2.2% - 0% by the end of our strategy in 2025/26.
Improved attainment for disadvantaged pupils in number , relative to their starting points as identified through assessments.	Assessment of number PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 0.8% - 0% by the end of our strategy in 2025/26.
Sustained attainment for disadvantaged pupils in geometry and measure , relative to their starting points as identified through assessments.	Assessment of geometry and measure PIP targets shows continued parity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2025/26.
Improved attainment for disadvantaged pupils in functional skills relative to their starting points as identified through assessments.	Assessment of writing PIP targets shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 1.3% - 0% by the end of our strategy in 2024/25.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Annual Reviews, One Page Profiles, pupil and parent questionnaires and surveys and the setting of PfA Outcomes in KS2.
Disadvantaged pupils have access to a wider range of enriching curriculum experiences to help build experiences and cultural capital.	Through the provision of an enriching curriculum offer, further enhanced by a personal development offer which provides opportunities and experiences that are sequenced to build cultural capital

Activity in this academic year using the EEF tiered approach to pupil premium spending:

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

1. High Quality Teaching:

(To include ongoing CPD focused on embedding a newly revised knowledge based curriculum that responds to the particular needs of our pupils, ongoing phonics training and resourcing, Mentoring and coaching and professional development that supports the implementation of evidence based approaches)

Budgeted cost: Elklan, Makaton & Verbal Behaviour training, VB Consultancy , Team Teach Training and facilitation, Additional Self-Regulation Activity & Resourcing **Total:£58,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetabling of: Makaton, Elklan and Verbal Behaviour training modules to develop and improve communication and literacy, across the school in line with DfE guidance.</p> <p>Facilitated by: Makaton Tutors, the Director of Therapy and Inclusion, BCBA and Verbal Behaviour Supervisors will develop staff skills in providing high impact on the achievement of individual pupil PIP targets.</p>	<p>Makaton use, Elklan training and Verbal Behaviour approaches are widely understood to have a very positive impact upon pupils with autism.</p> <p>In Verbal behaviour, Naturalistic Teaching approaches are effective in promoting the generalisation of language skills. This finding is clear and consistent with multiple replications: (see, Carbone, Sweeney-Kerwin, Attanasio & Kasper, 2010; Albert, Carbone, Murray, Hagerty, & Sweeney-Kerwin, 2012; Sweeney-Kerwin, Carbone, O'Brien, Zecchin & Janecky, 2007; Alpert & Kaiser, 1992; Angelo & Goldstein, 1990; Cavallaro & Bambara, 1982; Charlop, Schreibman, & Thibodeau, 1985; Hart & Risley, 1975; Hemmeter & Kaiser, 1994; Kaiser, Yoder, & Keetz, 1992; McGee, Krantz, & McClannahan, 1985; Rogers-Warren & Warren, 1980; Warren, 1992; Warren & Bambara, 1989; Warren & Gazdag, 1990; Warren & Kaiser, 1986; Warren, McQuarter, & Rogers-Warren, 1984; Yoder, Kaiser, & Alpert, 1991.</p> <p>Individualised Instruction EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Oral Language interventions EEF Toolkit (+5)</p>	<p>1, 2, 3, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
<p>CPD for teaching staff on:</p> <p>VB approaches to support pupils to develop mental models.</p> <p>PBS practitioner training and embedding approaches to develop higher level skilled practitioners who support a trauma informed approach to positive behaviour support</p> <p>Thrive approaches and practice to develop positive outcomes in well being and mental health and support personal development</p>	<p>Early and intensive behavioural intervention (EIBI) has been firmly established and disseminated as one of the most effective treatments for early childhood autism. This is often followed by ongoing teaching based on the principles of Applied Behaviour Analysis. A number of practitioners now employ additional research to support this approach in which the language curriculum is organized and taught according to Skinner's (1957) Analysis of Verbal Behaviour. In this approach a large focus is placed on functional language skills and the generalisation of skills taught in any intensive setting (i.e., ITT) into the natural environment.</p> <p>Mastery Learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence from Education Endowment Foundation supports Mastery Learning (ITT) as having very high impact upon pupil outcomes. – In the ‘Rosemary Provision’ classes at Manor School each pupil receives 1-2, 30-minute ITT session in a 1:1 or 2:1 setting per day, unless this becomes an inappropriate form of learning (i.e. pupil is able to access group learning or learning based of functional skills and self-help skills becomes a primary focus).</p> <p>Behaviour interventions EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,5

<p>Purchase of additional VB consultancy to ensure that staff are fully equipped to deliver individual VB programmes.</p> <p>*2 New VB teachers enhanced offer/ programme to fast track this</p>	<p>VB consultancy provides staff with facilitated support to increase their teaching ability. The focus on teaching ability is intended to include a broad range of skills including instruction, classroom management, assessment, behaviour management and lesson planning.</p> <p>The focus is on teaching ability and integrity, rather than merely knowledge. Training is based on the Behaviour Skills Training model, ensuring that skills are modelled, and staff are observed performing these skills to mastery. This training is completed in the natural environment with pupils present so staff skills can be shaped in the moment and feedback can be immediate.</p> <p>Mastery Learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Miltenberger, 1997; Reid, Parsons & Green, 2012; Parsons & Rollyson, 2012.</p> <p>'What are the characteristics of effective teacher professional development? A systematic review and meta-analysis', 2021</p> <p>Authors: Sam Sims (UCL), Harry Fletcher-Wood (Ambition Institute), Alison O'Mara-Eves (UCL), Sarah Cottingham (Ambition Institute), Claire Stansfield (UCL), Jo Van Herwegen (UCL) and Jake Anders</p>	<p>1,2,3,5,</p>
<p>Provide CPD and resources to support staff understanding of a whole school metacognitive approach and ongoing work in supporting pupils self-regulation (co-regulation etc)</p> <p>*link to additional eqpt item below</p>	<p>Metacognition and self-regulation EEF Toolkit (+7) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,5</p>
<p>Team Teach- additional trainers in line with behavioural needs of complex cohort of pupils needing higher level of co-regulation</p>	<p>Behaviour interventions EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	

*Additional Playground, PE and OT eqpt trainers in line with behavioural needs of complex cohort of pupils needing higher level of co-regulation	Metacognition and self-regulation EEF Toolkit (+7) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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2. Targeted academic support :

(to include; academic tutoring, one-to-one support/structured interventions for literacy and numeracy and to meet the needs of disadvantaged pupils with SEND, TA deployment and intervention)

Budgeted cost: Devices for Grid, Academic Mentoring top up, Structured interventions and consultancy recommendation costs & implementation, Thrive for adolescents training & resourcing Total: **£63, 695**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ICT Grid devices to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3,4
Additional individualised external ABA/VB consultation for identified pupils supplied by Love ABA. Consultancy based on supporting pupils progress across PIP targets in areas highlighted by the Class Teacher and Verbal Behaviour Supervisor.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small Group Tuition EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,4, 5
Engaging with VB consultant (Love ABA) for pupils whose education has been most impacted. A package of support to be delivered by the Verbal Behaviour Supervisor and visiting consultant from Love	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1,2,3,5,

<p>ABA as this has been identified as impactful and ongoing VB/ PBS consultancy will remain a feature of ongoing provision.</p>		
<p>Specific Interventions identified in Core subject specific areas for pupils in KS1-3</p> <p>-Staff assigned to deliver additional interventions</p> <p>-Resources purchased to support delivery of interventions</p>	<p>One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small Group Tuition EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Oral Language interventions EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics EEF Toolkit (+6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading Comprehension EEF Toolkit (+6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3,4, 5,</p>
<p>Thrive – Working with adolescents training and delivery of T2 sessions</p> <p>https://www.thriveapproach.com/news/reduced-behavioural-incidents-and-well-supported-staff</p>	<p>Social and emotional learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small Group Tuition EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

3.Wider strategies:

Budgeted cost: To include; supporting attendance (pastoral work and delivery), supporting behaviour and well-being (Family & Inclusion team pastoral support and signposting),

Equality of Curriculum and Enrichment activity access (to include Uniform, Swim kits and incontinence kits, Books, book bags, educational trips and visits, residential stays) **Total: £65,812**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring we work closely with EWS to support disadvantaged pupils to attend school and make progress in all academic and social areas.</p>	<p>Pupil attendance is good and improving. However overall attendance stood at 93% (July 2023) and we aim to achieve our target of 94% by the end of this academic year.</p> <p>The Pastoral approach we take involves working closely with the EWO to monitor and support individual families through face to face meetings, calls and small group focused meetings, empowering parents to better understand the need for good attendance and high engagement</p> <p>Parental engagement EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1-5</p>
<p>Promoting partnership working between home and school. Ensuring outstanding home learning offer. (Family Liaison provision for direct family work as well as referral to MAST colleagues and external agencies as needed)</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>Booth, Keenan & Gallagher, 2018; Lafasakis & Sturmey, 2013; Reitzel, et. al., 2013</p> <p>This Pastoral work is further developed and supported by the Family Liaison team.</p> <p>Parental engagement EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1-5</p>
<p>1:1 support for pupils to engage in opportunities to access the community and build towards independence.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	<p>1-2</p>

<p>All pupils to be supported to engage in community trips in the 1st instance (Autumn Term) and then following revised risk assessments into educational visits further afield (Spring and Summer Terms) in order to promote confidence and independence and work towards several of the outcomes in PfA.</p>		
<p>A broad and enriching calendar of immersive and cultural capital building opportunities E.g:LRPO Orchestra visit, Zoolab, Space Dome, Singing Hands, Authors and Theatre workshops. Projects (East Side, Finding the Will ec)</p>	<p>Arts participation EEF toolkit (+3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Additional Funding for Life Skills and projects to promote independence and PfA.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	
<p>Promoting equality of access to the full curriculum and enrichment opportunities including Educational trips and visits and residential stay opportunities. (Swimming, Uniform, Reading bags and additional books etc and in response to individual family requests for support)</p>	<p>Arts participation EEF toolkit (+3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Total budgeted cost for strategy : £188,240</p>		

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 2022 to 2023 academic year.

Our assessments during 2022/23 indicated that the educational outcomes related to Reading/Phonics, Number and SEMH, of our economically disadvantaged pupils fell slightly below those of their less disadvantaged peers.

Outcomes in Receptive Communication, Expressive Communication, Writing, Geometry and Measure and were met across the PP cohorts.

Manor School had previously opened to pupils throughout the pandemic (20-21) and in 2022-23 a great deal of pastoral work was undertaken to ensure a return to full pre pandemic attendance and engagement levels.

Our assessments and observations guided us to continue work in wellbeing and mental health but also raised the area of functional skills as an area where loss of skills needed to be addressed. We used pupil premium funding to help provide wellbeing support and targeted interventions for these as required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country and the procurement of an academic mentor to further provide holistic targeted individual intervention programmes has proved greatly beneficial in the last 12 months.

Whilst this along sided other targeted interventions, as well as ongoing robust high quality teaching, was successful in helping us to close many gaps to a significant degree, in Reading and Phonics and Numeracy, we saw the gaps narrow but persist. We intend to continue to invest our finances wisely to address disparities in the outcomes of pupils from socio-economically disadvantaged families.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working with an increasing number of charitable and community based organisations that will provide community enrichment activity such as horse-riding, skiing, swimming, sporting activity, yoga, dance music and horticultural experiences
- Regular community access activities eg shopping, visiting libraries, galleries, museums, cafes, parks, local shops and businesses etc
- Close Liaison with external agencies that can help to support the mental health and well-being of pupils so that SEMH is supported fully (CAMHs, WEST, PBS Referrals and close working promotes positive outcomes for pupils who are additionally disadvantaged)

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 looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.