



STUDENT PREMIUM STRATEGY STATEMENT

This statement details our school's use of student premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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

School Overview

Detail	Data
School name	Newent Community School and Sixth Form Centre
Number of students in school	1051
Proportion (%) of student premium eligible students	225 students with the PP indicator Funded for 175 students
Academic year/years that our current student premium strategy plan covers (3 year plan)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rhys Phillips Acting Principal
Student premium lead	Kirsty Gordelier Acting Assistant Principal
Governor / Trustee lead	Karen Elen Chair of Governors

Funding Overview

Detail	Amount
Student premium funding allocation this academic year	£ 167,125 (this is for the period July to June)
Recovery premium funding allocation this academic year	£ 26,245
Student premium funding carried forward from previous years	£ 0.00 (Student Premium) £57,291 (Recovery premium)
Total budget for this academic year	£ 250,661



PART A: STUDENT PREMIUM STRATEGY PLAN

Statement of intent

Newent Community School and Sixth Form Centre's intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a broad and balanced curriculum, particularly in EBacc subjects.

The focus of our Student Premium strategy is to support disadvantaged students to achieve that goal. We will consider the challenges faced by vulnerable students, such as those who have high levels of ACEs, 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 disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on targeted areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and the appointment of Academic Mentors for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Promote high expectations of disadvantaged students' work, attendance and behaviour;
- Provide early intervention as the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve; and,
- Promote excellent working relationships and high levels of home-school communication for our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1 Acting Principal	<p>Our progress 8 data indicates that our disadvantaged students are not in line with their non-disadvantaged peers or with the national average for disadvantaged students.</p> <p>For disadvantaged students (in 2019 the last date of external examinations), overall Attainment 8 (32.4) The mathematics element of Attainment 8 (5.3) and the EBacc element of Attainment 8 (8.4) was below national average.</p> <p>In 2020 and 2021, attainment 8 scores for disadvantaged students were 40.34 and 36.62 respectively. This is still below their peers.</p>



<p>2</p> <p>Acting Principal</p>	<p>Our progress data over the past 3 years indicates that fewer of our disadvantaged students enter for and achieve the EBacc qualification than their peers.</p> <p>EBacc entry for 2019, 2020 and 2021 below.</p> <table border="1" data-bbox="408 387 1455 577"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Ebacc entry %</th> </tr> <tr> <th>Non- disadvantaged students</th> <th>Disadvantaged students</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>34.92</td> <td>14.81</td> </tr> <tr> <td>2020</td> <td>39.09</td> <td>12.5</td> </tr> <tr> <td>2021</td> <td>16.67</td> <td>9.09</td> </tr> </tbody> </table> <p>For disadvantaged students (in 2019 the last date of external examinations), the EBacc element of Progress 8 (-1.0) was significantly below the national average in 2019 as well as in 2018 and 2017.</p>	Year	Ebacc entry %		Non- disadvantaged students	Disadvantaged students	2019	34.92	14.81	2020	39.09	12.5	2021	16.67	9.09
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<p>3</p> <p>Acting Assistant Principal</p>	<p>Our DfE pre pandemic attendance data over two years (2017/18 - 2018/19) indicates that attendance among disadvantaged students was between 7.2% and 9.8% lower than for non-disadvantaged students.</p> <p>Between 36.1% and 40.3% of disadvantaged students had been ‘persistently absent’ compared to between 10.9% and 9.6% of their peers during these years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress.</p>														
<p>4</p> <p>Acting Assistant Principal</p>	<p>Assessments and observations with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 30-50% of our disadvantaged pupils arrive below age-related expectations compared to 20-44% of their peers.</p>														
<p>5</p> <p>Assistant Principal</p>	<p>Our internal data over the last 3 years and observations have identified low level disruption in lessons to be more common in our disadvantaged students than in the non-disadvantaged. This is partly driven by lost time in school due to the Covid pandemic and therefore a lack of routine and reduced opportunities for praise.</p> <p>Analysis of data has been complicated by the significant time lost due to covid, and the consequent ‘bubble situation’ in school. We have therefore analysed terms 1 & 2 for academic year 2020/21, and the last full pre-covid year, 2018/19. We have looked at students with over five demerits over this period, and as a percentage of the PP/non-PP numbers. For the 2018/19 period, over the academic year, there is on average a 4% differential term on term between advantaged/disadvantaged students. A similar pattern emerges for the analysis of terms 1 & 2 for the 2020/21 academic year.</p> <p>What this data does not take account of is the number of disadvantaged students who are not reflected in the data, as they do not meet the criteria for PP; however, a significant number of students have been impacted by ACES and/or have additional learning needs. If we were to take these numbers into account the differential would be even greater.</p> <p>The exclusion data paints a similar picture; out of 37 fixed term exclusions during the academic year 2018/19, 11 students were from disadvantaged backgrounds (8% of</p>														



	<p>target group), whilst 26 were from non-disadvantaged backgrounds (3.6% of target group).</p> <p>For the academic year, 2020/21, for term 1, of 10 suspensions, 6 were students from disadvantaged backgrounds (2.4%), with 4 students from non-disadvantaged backgrounds 0.4%.</p>
<p>6</p> <p>Acting Assistant Principal</p>	<p>Our extra-curricular activity audits prior to the Covid pandemic indicate that our disadvantaged students are less likely to participate in voluntary clubs and activities. This leads to our disadvantaged students having a reduced cultural capital compared to our non-disadvantaged students.</p> <p>72 - 90% of disadvantaged students took part in extra-curricular activities between the years of 2016 and 2019 compared to 85 - 93% of non-disadvantaged students.</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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4</p> <p>Acting Principal</p>	<p>There will be a steady rise in the Progress 8 score for our disadvantaged students over the next 3 years. By the end of our current plan in 2024/25 our disadvantaged students will perform better than the national average for disadvantaged students, and in line with all students at the school.</p>
<p>An increase in students entering EBacc subjects at KS4 leading to improved attainment among disadvantaged students across the curriculum.</p> <p>Acting Principal</p>	<p>There will be a steady rise in the number of our disadvantaged students entering the English Baccalaureate over the next 3 years. By the end of our current plan in 2024/25, the % of Disadvantaged Students enter the English Baccalaureate (EBacc) will be in line with our non-disadvantaged students. Yearly targets for an overall increase in both groups of students will be set.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p> <p>Acting Assistant Principal</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all students being in line or above the national average, and the attendance gap between disadvantaged students and their non-disadvantaged peers being equal to or less than the national average. the percentage of all students who are persistently absent being in line with or less than the national average.



<p>Improved reading comprehension among disadvantaged students across KS3.</p> <p>Acting Assistant Principal</p>	<p>There will be a steady rise in reading comprehension levels for our disadvantaged students from the start to the end of KS3.</p> <p>By the end of our current plan in 2024/25, 75 % or more of disadvantaged students will have increased their reading comprehension levels. 70% of disadvantaged students will be in line with their non-disadvantaged peers. Students at GCSE do well in comparison to their peers but 28 PP students in Y9 with predicted bands C and D (internal data measure) at GCSE are at risk of falling behind and need to achieve a pass in Functional Skills Reading and/or at least year group average for in class reading assessments by Summer 2022. For these students 61% need to achieve at least a 4b in GCSE English Language in 2024.</p>
<p>A reduction in low level disruptive behaviour in our disadvantaged students.</p> <p>Acting Principal</p>	<p>There will be a steady reduction in CQ's issued to our disadvantaged students, with the eventual aim that there is parity between the percentage of disadvantaged students and non-disadvantaged students.</p> <p>Similarly, the target is to reduce the number of suspensions from the disadvantaged group, in percentage terms, again to have parity with the percentage of suspensions from the non-disadvantaged group.</p>
<p>An increase in uptake of extra-curricular activities in our disadvantaged students.</p> <p>Acting Assistant Principal</p>	<p>There will be a steady rise in the percentage of students taking part in the extra-curricular life of the school.</p> <p>By the end of our current plan in 2024/25 the % of students taking part in extra-curricular activities will be in line with their non-disadvantaged peers.</p>

ACTIVITY IN THIS ACADEMIC YEAR

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 125,330.50 (this is 50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enhancing our academic mentoring via the appointment of an Academic Mentor to implement and monitor Academic Action Plans engaging students</i></p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3 and 5</p>



<p><i>and their families. Working with members of staff to support our disadvantaged students.</i></p>	<p>Mentoring helps to build confidence and relationships, to develop resilience and character and to raise aspirations as well as providing targeted subject specific support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p><i>Primary trained specialist to adapt teaching and learning model along the lines of a 'school within the school' for Mathematics and English.</i></p>	<p>Primary curriculum model is delivered in English and mathematics, to those students who enter the school with below-average attainment in one or both subjects, using the strategies and skills taught in Primary School; allowing all knowledge to be embedded and consolidated. Developing 'secondary readiness' in students through a thematic approach to teaching and learning that exploits opportunities to deepen understanding.</p> <p>Guidance derived from the EFF is essential to the delivery within this curriculum area:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
<p><i>Employment of SAFE officers to engage with students and their families to support behaviour and attendance.</i></p>	<p>A specialist team who have a deep understanding of the behaviour of students and their influences, who work alongside families and staff to promote good behaviour and the impact of this on achievement. Supporting and teaching learning behaviours, behaviours linked to high attendance and tailoring individual approaches to meet the needs of our disadvantaged students, both student premium and those with high levels of ACEs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1, 3 and 5</p>
<p><i>Embedding the use of WalkThru across the school for CPD as a support mechanism for high quality teaching.</i></p> <p><i>Full staff INSET and appraisal target for all: Staff to complete and evaluate a minimum of 5 per year.</i></p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://www.walkthrus.co.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 4 and 5</p>
<p><i>Development and staff training to assist</i></p>	<p>On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers and these gaps grow throughout school widening to a five years' difference by the age of 14.</p>	<p>1 and 4</p>



<p><i>implementation the Voice 21 Oracy project.</i></p> <p><i>Trial class (2021)</i> <i>English Department (2022)</i> <i>Cross Curricular (2023)</i></p>	<p>Evidence shows that a high-quality education can: Improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip students to thrive in life beyond school and shrink the language gap.</p> <p>https://voice21.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<p><i>Identification of student premium champions across departments who will lead a PP standing agenda item at all departmental meetings and support the implementation of initiatives to support progress.</i></p>	<p>Evidence suggests that for a student premium strategy to be effective all staff must promote the principals and ethos of the strategy.</p> <p>https://www.gov.uk/guidance/student-premium-effective-use-and-accountability</p>	All
<p><i>Appointment of a full-time careers advisor to work alongside students, families and staff to promote a wide and balanced curriculum uptake at GCSE.</i></p>	<p>Part of the advisor's role will be to mentor and build relationships with our disadvantaged students, their families and staff in order to increase aspiration as well as ensuring GCSE and post 16 options will enable life success.</p>	2

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

Budgeted cost: £ £100,264.40 (this is 40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>One-to one reading with PP students in English library lessons.</i></p> <p><i>Reading for Pleasure promoted through Bronze, Silver and Gold Reading Challenge</i></p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p> <p>reading for pleasure.pdf (publishing.service.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1 and 4
<p><i>Purchasing of dyslexia friendly ready scheme</i></p>	<p>Part of our proactive planning to support students with the weakest levels of literacy, particularly in Year 7. Aiding our development of a model of tiered support, which increases in intensity in line with need is evidenced as a promising approach.</p>	1, 2 and 4



	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
<p><i>Small group tutoring interventions with the Head of Department in English, maths and science.</i></p> <p><i>We will fund teacher release time to target KS4 students who are not meeting their target grade.</i></p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five students together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 and 2
<p><i>Enhancing our use of TA's to provide high quality 1:1 and small group literacy and numeracy interventions.</i></p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2 and 4
<p><i>Purchase of Accelerated Reader for trial with a Y7 class of 30 during 22/23.</i></p>	<p>EFF evaluation: Implementation cost 1/5 Evidence 3/5 Impact +3 Months</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	1 and 4
<p><i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20gro</p>	1, 2 and 4



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

Budgeted cost: £ 25,066.10 (this is 10%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Increase in student inclusion and support suite staffing to enable an increase in home visits, behaviour support interventions, attendance My Plans and attendance interventions e.g. WADADM programme</i></p>	<p>The DfE outlines the building of respectful relationships with students, families and other stakeholders, communicating openly and honestly, and liaising with other agencies as essential in implementing an effective whole school attendance strategy.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorit</p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1, 2,3 and 5</p>
<p><i>Purchase of:</i></p> <p><i>Trips - eduFOCUS EVOLVEvisits</i></p> <p><i>Clubs - eduFOCUS EVOLVEclubs</i></p> <p><i>Fixtures and sports - eduFOCUS EVOLVEsports</i></p> <p><i>To monitor disadvantaged students' uptake in the extra-curricular life of the school. To identify development of our extra-curricular programme and encouragement of participation.</i></p>	<p>Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport, report by the Social Mobility Commission.</p> <p>Evidence also suggests that being a part of the extra-curricular life of a school has a positive impact on attendance and wellbeing.</p> <p>Increased involvement leads to an increase in social mobility.</p> <p>https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>3 and 6</p>
<p><i>Implementation of attendance clinics for students at risk of becoming persistently absent.</i></p>	<p>Communicating openly and honestly with students and families about the effect of attendance on progress and overcoming barriers to low attendance as a team is evidenced to reduce persistent absenteeism.</p>	<p>1, 2 and 3</p>



	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
<i>Implementation of electronic resource request forms including logged home contact for disadvantaged students</i>	Based on past experience our disadvantaged students are less likely to be equipped with calculators, revision guides, food for catering etc. This electronic submission form should encourage staff to request equipment for students in need as well as promoting supportive conversations with the families of these students.	1 and 2
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £ 250,661

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised: For disadvantaged students our Attainment 8 score in for 2019 was 32.4, this is the last published data prior to the Coronavirus pandemic. An improvement to 40.34 was seen in 2020, although this was based on teacher assessed grades for this GCSE cohort. The disadvantaged students were still achieving below their peers and further interventions are required here to ensure parity.

Improved rates of progress across KS3 for high attaining students eligible for PP. Students who enter the school with below-average attainment in English and mathematics catch up rapidly with their peers.

The behaviour of our Y8 disadvantaged students was not improved during 2020/21. The impact of the pandemic negatively affected behaviour across the school and we saw a rise in both internal and external exclusions. Students learning took place in bubbles, in small areas of the school, and staff moving between lessons appeared to have a significant impact. Maintaining routines and expectations, especially during lesson changeover, was particularly difficult and led to an increase in low level disruption. We are building on interventions to supporting behaviour for learning in our new plan.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used student premium funding to provide wellbeing support for all students, and targeted interventions where required. Fortnightly phone calls were made to students, with disadvantaged students being prioritised, during school lock down. Staff identified specific needs of these students and their families in order to support home learning and mental health. Access of technology to support home learning was put in place where required. Vulnerable students were encouraged to attend school as part of the vulnerable/keyworker cohort.



Internal data shows that persistent absenteeism rose, and attendance rates fell across the school in both disadvantaged students and their peers. Attendance in 2020/21 was lower than in the preceding years. At times when all students were expected to attend school, persistent absence was 40.2% compared to 23.4% in the non-disadvantaged group. Comparing data to previous years is problematic due to authorised and unauthorised Covid related absences. There was a reduction in attendance due to families choosing not to send students to school due to fear of contagion when positive cases were confirmed in their year group bubbles despite government recommendations to attend. There continued to be a gap between persistent absenteeism rates in disadvantaged and non-disadvantaged students.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all areas of school life to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our student premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy as well as virtual lessons.

Further information

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

- Regular work scrutiny including a comparison of disadvantaged vs non-disadvantaged students' books, with feedback to HoD to enhance marking and feedback.
- Departmental developmental dives with a comparison of provision for disadvantaged vs non-disadvantaged students.
- Utilising support from Young Minds Matter, mental health support, within our wellbeing hub.
- Revision sessions and master classes as part of our 'catch-up' plan to fill the gaps for Y11 students.
- Early help training for the pastoral team to enhance the impact of behaviour My Plans.
- SEND student premium champion to co-ordinate the work of the SEND team in monitoring and supporting disadvantaged students.
- SLT visits to other schools to research best practice.
- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
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Planning, implementation, and evaluation

We have used the EEF's evidence base [EEF evidence](#) in the development of our PP strategy in order to ensure we embed more effective practice. Evidence based planning demonstrates significant benefits for students, particularly disadvantaged students. We will continue to use the [EEF's implementation guidance](#) to help us develop our strategy and we will continue to use it through the implementation of our activities.

We looked at a number of reports and studies about effective use of student premium as well as attending webinars that have supported us with the development and implementation of our strategy. This will help us to reduce the impact of disadvantage on education outcomes and demonstrate to us how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We will use 4Marix and internal reporting data to monitor the progress of our disadvantaged students over time and FFT Aspire to track our progress against schools nationally.

We are developing a robust evaluation framework that will be in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.