

# Pupil premium strategy statement

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

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

## School overview

Detail	Data
School name	Carshalton High School for Girls
Number of pupils in school	1239
Proportion (%) of pupil premium eligible pupils	30.2%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Maurice Devenney Headteacher
Pupil premium lead	Alice Driver Assistant Headteacher
Governor / Trustee lead	Mr Malcolm Munro Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,205
Recovery premium funding allocation this academic year	£51,910
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	£387,115

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, will have a better chance of success than if they attended any other school in the Borough. This starts with having high aspirations for all our students and a culture of 'advantaging the disadvantaged', including those who are already high attainers, across our 5 core curriculums. School matters for everyone, but it particularly matters to our disadvantaged students, and we understand that our students are not at risk of underachievement simply because they are disadvantaged, but it is instead the direct impact of socio-economic disadvantage on their learning over time. Consistently high achievement across a challenging, equitable curriculum is essential therefore if we are to prepare them for further education and better career opportunities. Students are entitled to have the best expected of them, regardless of their background or situation.

The primary focus of our pupil premium strategy is to make the biggest difference to our students in our classrooms. An excellent curriculum with a relentless focus on excellent and inclusive teaching and learning is at the heart of our approach. Our teachers are subject experts, and we seek to base our provision on research, both national and local including the EEF Teacher Toolkit and the Sutton Trust to ensure that they pass on their knowledge to students in the most direct and effective ways. Teachers plan and deliver high quality, challenging lessons and respond to the academic needs of our students ensuring that powerful knowledge is learnt, remembered, and supports every child to achieve their fullest potential.

We create a culture that teaches to the top, yet says it is OK to get things wrong in our classrooms. We do not place differentiated ceilings on anyone, and students are challenged to take risks and to participate rather than passively make their way through a lesson. Staff are vigilant and monitor for students who are passive. In the context of an all-girls school these factors are key.

The professional development of all our staff is essential in continuing to improve both the effectiveness of teaching and learning and the pastoral care at our school. Our professional development is directly linked to our whole school priorities, which are always aimed at advantaging the disadvantaged and to improve the learning of all students. We use assessment not assumption, and we have moved away from being 'label-led', to a more 'learning-led' approach. The causes and consequences of disadvantage affect all students and as such our pastoral intervention is bespoke and targeted. Using rigorous formative and summative assessment we can identify forensically and correlate how disadvantage has impacted on each individual student and their learning.

The approaches we have adopted act to provide an appropriate balance between academic and pastoral support to help students achieve their best.

To ensure they are effective we will:

- act early to intervene at the point need is identified.
- ensure interventions are responsive to appropriate assessment and evaluation avoiding subconscious bias.
- guarantee that staff receive appropriate CPD, so they are well-informed on how to best support disadvantaged students and take responsibility for their progress.
- take a 'longer-term' approach to our intervention rather than a series of 'short fixes'.
- embed clarity on the roles of individuals and the methods we use to ensure everyone understands the contextual challenges of disadvantage.

Educational disadvantage includes all students whose achievement is at risk because of their social and economic circumstances. Our strategy is designed to meet the needs of all our vulnerable students in the current climate, taking in to account the loss of learning due to the pandemic. The approaches outlined in this strategy support all our vulnerable students, disadvantaged and non-disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged students has been severely impacted to a greater extent than for other students by partial school closures. These findings are endorsed by several national studies.</p> <p>This has resulted in significant gaps in literacy skills and subject knowledge, resulting in students falling further behind age-related expectations and their non-disadvantaged peers.</p>
2	<p>Observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when revising for academic assessments. It is clear that some students are unable to identify how to revise and also what they need to do to improve their work. Some students also struggle with organisation of their work.</p>

3	Attendance rates for disadvantaged students in 2020-21 were 89.19%. Engagement in online learning was also poor from disadvantaged students during periods of school closure. Students with poor attendance notably fall into a cycle where absenteeism contributes to anxiety about school and lack of engagement and therefore further absences.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged students.
5	We are aware that our disadvantaged students often need additional information and support in terms of developing aspirations and progressing to further education. They can often lack understanding about career opportunities and the routes that are available to them in the future.
6	Research suggests that disadvantage students lack cultural capital - the powerful knowledge they need to be successfully mobile.  We also recognised that following COVID-19 restrictions (ie lockdowns) our students needed access to a wide variety of experiences to extend their cultural capital in terms of the curriculum they study and the opportunities they participate in beyond the taught curriculum.
7	Our observations also note that disadvantaged students can lack access to resources, such as revision materials, IT access and peripatetic music tuition. Some disadvantaged students do not eat an adequate breakfast in order to prepare them for school.  Some of our students also require support with the purchase of or replacement of uniform. The requests for uniform support have dramatically increased since the start of the pandemic.

## 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
Excellent attainment outcomes for disadvantaged pupils across the curriculum at the end of KS4.	<p>Disadvantaged students' progress lies within the top quintile nationally.</p> <p>95% of students undertake the EBACC.</p> <p>At KS3 100% of student progress is at least maintained – student ranking is within a 10% tolerance.</p>
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance by 2023/24 demonstrated by overall attendance rate of 93.5%</p> <p>Persistent Absence (PA) is reduced to pre-pandemic national rates of 10.9% by 2023/24.</p>
Improved reading comprehension among disadvantaged pupils across KS3 and KS4.	<p>Students read at least 6 fiction books a year.</p> <p>Students have a greater understanding of tier 2 language as evidenced by NGRT.</p> <p>Fluency of reading tests – all students have a reading accuracy rate of 85%.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Students can use revision techniques as standard practise.</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>Homework completion rates improve.</p> <p>Disadvantaged students' progress lies within the top quintile nationally.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities by disadvantaged students.</p>

<p>All students who require uniform/equipment/resources will have their needs met, including those who need breakfast before school.</p>	<p>100% of students use workbooks in all of the subjects they study.</p> <p>100% students are able to access the school VLE to retrieve homework information and additional subject resources.</p> <p>Students are equipped for school and lack of equipment/uniform does not impact on attendance.</p>
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## 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: £ 282,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raised awareness and identification of key groups, SEN, PP and HA students.</p> <p>All staff know who students are in their lessons and they can closely monitor and support the needs of individual students in their classes.</p> <p>Focused CPD to support staff in achieving this (School priority 2021/22). We are cyclical in our approach to CPD and revisit similar themes regularly, e.g., 'Knowing our students' is returned to every fourth session. The aim of this is to fully embed understanding and practice. Use of Provision Map to track individual interventions and support for each child and the introduction of Class Charts to support teachers in accessing this information.</p> <p>Monitored through monitoring standards, DDI's, DLRs and data drops.</p>	<p>In addition, DfE guidelines on successful schools pointed out that schools used 'robust tracking systems 'as well as ensuring that class and subject teachers knew which pupils were eligible for the PP' as well as 'more successful secondary schools tended to focus on Year 7 as well as older year groups, less successful secondary schools were focusing their attention and resources on Years 10 and 11.'</p> <p>In contrast, interviewees in more 'successful schools saw pupils from PP backgrounds as individuals, each with their own set of challenges, talents and interests. They believed that all pupils have the capacity to succeed and that the school's role was to ensure success for everyone.' (DfE, 2014)</p> <p>Impactful teaching suited to girls standardised across school.</p>	1, 3, 4, 5 and 7.
Target Setting for disadvantaged students. All staff write targets for disadvantaged students after each data drop regardless whether they are on track or not. These targets		

<p>therefore are for both intervention and prevention.</p> <p>Gaps in learning, misconceptions, interventions and using the curriculum to advantage the disadvantaged are identified post data-drop.</p>		
<p>All students in Years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading.</p> <p>This forms part of the wider Literacy Curriculum.</p>	<p>Improves vocabulary by increasing exposure to words and text.</p>	1
<p>Students in years 7 – 10 experience Disciplinary Literacy within each of their subjects.</p> <p>This a Whole School Priority for the forthcoming year (2022/23). We will use whole-school CPD delivered regularly throughout the year to support HoD's in embedding and developing this in their subject areas.</p> <p>NGRT reading results will be analysed and shared with teachers to inform their planning.</p> <p>Students will read aloud more often in lessons as part of this strategy.</p> <p>Wider Reading Curriculum in English is resourced with texts that support other subjects.</p>	<p>Literacy skills are both general and subject specific.</p> <p>The EEF Guidance Report on Improving Secondary literacy states that it is important that we emphasise the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p>	1
<p>Development and application of workbooks.</p> <p>The primary medium for implementation of the curriculum is school produced workbooks. All students are equipped with access to all the required curriculum content, tailored to the context of</p>		1, 2, 3, 4, 5



<p>our school to refer to in class and at home for preparation for examinations.</p> <p>All workbooks contain knowledge organisers that detail content included in the unit. All students are thus supported in the accrual of knowledge.</p>		
<p>Curriculum planning and schemes of work.</p> <p>Long-term curriculum planning considering advantaging our disadvantaged students. HODs identify end points for each key stage which include explicit consideration of the learning of disadvantaged students. It is framed around principles which prioritise the learning needs of disadvantaged students: relevance, coherence, communication, confidence, inspiration. It also considers the sequencing of key knowledge and skills. This supports the learning of all students by forming strong schema to make their learning last.</p> <p>All schemes of work across the school identify auxiliary and powerful knowledge that students require to access units of work. Students who lack cultural capital are explicitly considered in medium term planning. All schemes of work identify common misconceptions and areas of potential challenge. The learning needs of all students are proactively planned for.</p>		1, 2

<p>Students have a stronger awareness of the learning process through practise and consistent engagement across the curriculum with specific revision strategies.</p> <p>Specific metacognitive revision strategies will be taught and reviewed with each year group during the academic year through the Personal Development curriculum, so that students build on the knowledge of metacognitive strategies as they progress throughout the school.</p>	<p>The Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks strategies by the "extra months" of pupil progress they secure and topping their chart is feedback tied with metacognition and self-regulation.</p> <p>Both these strategies have, says the EEF, "consistently high levels of impact, with pupils making an average of eight months' additional progress". The EEF also states that "teaching these strategies can be particularly effective for low-achieving pupils".</p> <p>The EEF argues that metacognition and self-regulation must be explicitly taught.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 and 3</p>
<p>Development of our new Home Learning policy, and appropriate systems, to assist students' accrual of knowledge so that they are more likely to remember what they have been taught. This is a Whole School Priority for the forthcoming year (2022/23).</p> <p>The Home Learning set by departments will facilitate students learning and re-learning of content in the knowledge organisers.</p> <p>Extended Tasks set by departments will facilitate students being able to explore each subject beyond the parameters of the National Curriculum.</p>	<p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>"Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the</i></p>	<p>1, 2, 3 and 7</p>

<p>Staff training is required to support this initiative. This will be delivered in-house.</p> <p>Students will require a Home Learning booklet, exercise book and plastic wallet for each term.</p> <p>Curriculum Leaders will need to provide the relevant Knowledge.</p>	<p><i>gap in attainment for disadvantaged pupils.'</i></p> <p>The highest effects of homework in secondary schools are associated with rote learning, practice or rehearsal of subject matter; more task-orientated homework has higher effects than deep learning and problem solving. (Hattie, <i>Visible Learning</i>)</p>	
<p>We are providing bespoke training for our Heads of Year and other pastoral staff.</p> <p>Each HOY meeting has a different focus to ensure pastoral staff have the knowledge and understanding on key issues. The training is delivered by external professionals covering the following topics</p> <ul style="list-style-type: none"> <li>• Supporting students with mental health and well-being</li> <li>• Understanding the impact of trauma and advanced childhood experiences (ACES)</li> <li>• Supporting students that self-harm</li> <li>• Supporting students in school who have witnessed domestic violence</li> </ul>	<p>There is an increasing need to provide emotional and well-being support for our students.</p>	4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Academic tutoring in English, Maths and Science for disadvantaged students in years 10 and 11.	'Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.' (DfE, 2021)	1
Alternative Provision Curriculum  Some disadvantaged students will follow the Princes' Trust curriculum as one of their GCSE options.		1, 2, 3, 4 and 5
Year 7 students receive intervention to support progress in literacy and mathematics.  Maths sets are organised in the summer. Students who are the furthest away from being secondary ready are placed in small classes of 6-8 students are taught by the Director of Maths.	Those who are deemed to be not secondary ready will be supported so that they can access the secondary curriculum. Students will feel confident and capable to learn at a secondary level. Students will be able to access the learning so that they make more than expected progress.	1
Reduced class sizes in English, Maths Science, MFL, History and Geography in Years 7 - 11	Reducing class size has a small positive impacts of +2 month, on average. (EEF)	
The Access Project (launching with students) - helping students in Yrs 10-13 from unrepresented backgrounds access the UK's top universities through a combination of academic tutoring and in-school mentoring.	'The route to the top 40-50 universities in the UK is difficult to navigate without a support network.' (The Access Project, 2020.)  'One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. Evidence indicates that one to one tuition can be effective,	1, 3 and 6

	providing approximately five additional months' progress on average.' (EEF)	
<p>Students receive academic support in terms of free revision guides and resources.</p> <p>Financial support is also offered to fund practical subjects where tangible resources need to be purchased for learning to take place, such as food technology.</p>		7

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO Services 2 days a week	<p>Central to raising standards in education and ensuring all students can fulfil their potential is a need for all students to attend school regularly to benefit from their education. (School Attendance: main guidance, DfE 2022)</p> <p>School attendance 'improving consistency of support' - February 2022 DfE</p> <p>The average impact of responsive and targeted approaches to attendance is positive. (EEF, Attendance Interventions: Rapid Evidence Assessment, 2022)</p>	4 and 5
ELSA (Emotional Literacy Support Assistant) training for PSO's to build the capacity to support the emotional needs of our students. The training will allow PSO's to develop and deliver individualised support programmes to	<p>It is recognised that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>'ELSAs reported increased knowledge of ways to help children and young people understand and talk about how they might feel.'</p>	4

meet the emotional needs of students in their care.	Tower Hamlets Educational Psychology Service (2018)	
<p>Laptop provision and homework clubs.</p> <p>Laptops will be provided to any students who are disadvantaged by not having access to a computer at home to access our online platforms and are therefore limited in how they can engage with their learning outside of school.</p> <p>In school homework clubs, held in IT rooms, staffed by teaching assistants also support students who have limited access to IT/internet, don't have a quiet space to work, and/or need additional support with completing and organising homework.</p>	<p>The EEF states that 'Pupils eligible for free school meals typically receive additional benefits from homework.' The impact of effective homework can be +5 months.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/homework-eeef">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	7
Breakfast Club	<p>Research shows that benefiting from a healthy breakfast and lunch can improve students' diet and also improves concentration, alertness, comprehension, memory and learning.</p> <p><a href="#">(Family Action, 2019)</a></p>	4, 5, and 8
Resource materials provided to support metacognitive strategies and revision.	The EEF states that metacognitive strategies have "consistently high levels of impact, with pupils making an average of eight months' additional progress".	3 and 7
Uniform bursary – providing support with any uniform items from main school uniform to PE kit.	<p>Providing a uniform bursary for our families in receipt of free school meals helps to support those most in need to ensure that students have the appropriate uniform they need to engage in school in the same way as non-disadvantaged students. This initiative helps to support our attendance objectives.</p> <p>'Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.'</p>	5 and 7

	<a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Attendance officer used to monitor attendance, meet with parents and issue PN's. This is a Whole School Priority for the forthcoming year (2022/23).</p> <p>Class Charts with attendance module</p> <p>Class Charts and Provision map allow staff to log, cost and review provision for students receiving them and allow us to better monitor and evaluate individual interventions.</p>	<p>'Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.' Gov.uk</p> <p><a href="https://publishing.service.gov.uk">School attendance guidance (publishing.service.gov.uk)</a></p>	5
<p>School careers co-ordinator who leads on our careers curriculum.</p> <p>Years 7-11 receiving Careers lessons, 20 minutes every other week delivered by tutors. Students work from a bought in Careers booklets that is mapped against the CDI framework and works towards the Gatsby Benchmarks.</p> <p>Students also take part in 'Careers Days' throughout the academic year. Careers evenings are also part of this provision, to include guest speakers, information and resources for both students and parents.</p> <p>We will ensure that the eight Gatsby benchmarks of Good Career Guidance provide the foundations of our careers curriculum and our students are better</p>	<p>'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.'</p> <p><a href="#">Good Career Guidance   Education   Gatsby</a></p>	6

equipped to make informed choices about their next steps.		
<p>Pastoral support which focuses on the individual needs of each student – development of how pastoral support is monitored and reviewed and development of the role of the pastoral support officer to include the mentoring of students.</p> <p>The pastoral support structure in school includes a Head of Year (HOY), Assistant Head of Head (AHOY) and a Pastoral Support Officer (PSO) working with every year group. The additional staffing in this area allows us to ensure all students have access to the individual support they require.</p>	<p>‘Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.’</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	4 and 5
<p>Wider co-curricular programme with more rigorous analysis of attendance. We want to increase the number of disadvantaged students attending our co-curricular programme.</p> <p>Using Evolve we will be able to continually monitor and promote our provision.</p>		

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Covid-19 has a considerable impact on our students and their learning. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. One of the biggest changes we made in the last academic year was to move to subject based workbooks to support the delivery of our curriculum. Workbooks contain the essential information that all students need to acquire, tasks that they need to complete and space for them to write in. We have noticed that using workbooks has resulted in a sharper focus on learning and has made CHSG classrooms more efficient learning environments. Workbooks support all of our students, but provide additional support to students who have been absent, who struggle to write/organise their own class notes and students with SEND.

Overall attendance in 2020/21 was lower than in the preceding years at 92.8%, but was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 89.19% in comparison with non-disadvantaged students who's attendance was 94.71%. These gaps continue to be a concern, which is why attendance is a focus of our current plan.

Our assessments show that student well-being and mental health, along with disengagement with learning were significantly impacted by COVID-19 related issues. This was most noticeable in our disadvantaged students. Our approach this year will continue to support students in these areas.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Girls on Board – approach to help girls navigate friendship issues.	Girls on Board Ltd

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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 (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### **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:

- Development of the school assessment policy to ensure teaching is responsive to student needs. Teachers use data from initial, formative and summative assessment to address gaps in learning.
- Use of teaching and learning coaches to improve teaching and learning. Lesson observations provided by the Teaching and Learning Coaches, on either a directed or voluntary basis.
- Ongoing development of a personal development curriculum for KS3-5, which includes the PSHE curriculum.
- Development of the SEND department - guaranteeing that every child on the SEND register is provided with provision 'different to and beyond' what others students receive, at least once per academic year.
- Development of co-curricula provision to include a broad range of activities to boost wellbeing, behaviour, attendance, and aspiration. such as Young Interpreters, Chess club, choir, sports clubs, Maths clubs, Science, Language Club and Global Citizens. Disadvantaged pupils will be encouraged and supported to participate.

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

Planning previously did not anticipate COVID-19 and the impact on students caused due to loss of learning. Some strategies were adapted on not fully embedded due to impact of COVID-19 and are therefore being revised as part of this plan.

Further evaluation will need to take place throughout this academic year to assess the impact of strategies and this evaluation will enable us to ensure we offer our students the best possible support moving forward.