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In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

**Pupil Premium Strategy**

# Longton Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child’s passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

**Background**

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but school’s are expected to employ strategies that they are confident will ‘diminish the difference’ in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of Extended services to raise aspiration e.g. residential trips annually and for widening pupils’ awareness of the wider cultural diversity e.g. trips, visitors to school.

**Key Principles**

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

**High expectations**

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

**High Profile**

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

**Early Intervention**

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

**Inclusive Provision**

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

**High Quality Teaching and Learning**

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Basic Skills We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

**Strategies**

**Identifying Need**

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

**Identifying barriers to Learning**

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:

 attendance and punctuality issues

 lack of support at home

 weak language and communication skills

 behaviour and emotional difficulties

 low confidence and self-esteem

 lack of resources to support homework

**Use of Data**

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

 Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non pupil premium pupils within the school. This data is used to provide school improvement targets

 Pupil Premium pupils are clearly identified on our school’s tracking system and their progress in reading, writing and mathematics is tracked at least termly.

 Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

**Provision**

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need. Our provision includes:

 Small group interventions and 1:1 tutoring

 Support with speech and language in the early years.

 SATs booster classes

 High quality feedback from staff

 Activities to support aspiration of pupils

**Reporting**

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

 Our Pupil Premium strategy

 Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.

 Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.

 The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives.

 A pupil premium governor monitors pupil premium performance termly.

**Covid-19**

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan.

**Our Tiered Approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

Teaching

Targeted academic support

Wider strategies

Within each category, we have chosen three or four interventions. This focused approach ensures the best chance of success for each intervention.

# Pupil premium strategy statement (Primary)

## School overview

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| --- | --- |
| **Metric** | **Data** |
| School name | Longton Primary School |
| Pupils in school | 220 |
| Proportion of disadvantaged pupils | 15% |
| Pupil premium allocation this academic year | £20,175 |
| Academic year or years covered by statement | 2021-24 |
| Publish date | 01 September 2021 |
| Review date | 15 July 2022  July 23  July 24 |
| Statement authorised by | Julie Brown |
| Pupil premium lead | Julie Brown, Janine Wooley |
| Governor lead | Neil Scanlan |

## Disadvantaged pupil progress scores for last academic year

|  |  |
| --- | --- |
| **Measure** | **Disadvantaged Score** |
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |
| **REASON FOR N/A** – no statutory data available for the past two years due to Covid-19 assessment changes | |

## Disadvantaged pupil performance overview for last academic year

## A fuller breakdown of Pupil Premium data and all data can be found on the school website

|  |  |  |
| --- | --- | --- |
| **Measure** | **Disadvantaged Score End KS2** | **All pupils Score** |
| Meeting expected standard   Reading   Writing   Mathematics   Grammar   Science | % 2021  5 children FSM and FSM6  80%  80%  80%  80%  80%  (1 child PPSEND didn’t get to expected) | All pupils 2021%  80% (73%)  74% (78%)  77% (79%)  77% (78%)  73% (73%)  (All pupils national benchmark from 2019 in brackets) |
| Achieving high standard   Reading   Writing   Mathematics   Grammar | % 2021  60%  40%  40%  60% | All pupils 2021%  47% (27%)  27% (20%)  37% (27%)  47% (36%)  (All pupils national benchmark from 2019 in brackets) |

## Barriers to learning

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| Pupils not ready to learn at the start of the day – tired, no breakfast  High value not placed on school attendance and punctuality  Impact of school closure due to Covid-19  Parental engagement in support for learning  Poor language and communication skills  Poor social and emotional skills  Social, Emotional and Mental Health of children  Special Needs  Limited resources at home  Access to extra-curricular activities – including clubs and educational experiences  Local restrictions limiting / preventing socialisation with others and cultural opportunities.  Economic barriers due to additional COVID-19 on the family income.  Lack of ICT in the home limiting child’s ability to experience the online learning. |
| It is also known that a number of families are on the cusp of being ‘pupil premium’ but due to hardworking ethos together with low income tips families just outside the threshold. These children benefit hugely from the additional provision.  35% of our children live in a one parent family. A number of these children have additional needs in relation to emotional support. |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Priority 1  Mathematics | Embed and further develop the use of representation and structure in lessons to support pupils' understanding of mathematical concepts. This will be through a CPA approach, incorporating concrete materials and visual aids into the teaching and learning to support the understanding of mathematics. Ensure pupils develop independence and confidence when applying key skills to reasoning and problem solving activities.  For Pupil Premium children to make at least good progress in mathematics and outcomes are improved by the end of the year. |
| Priority 2  Writing | Engage children greater with writing so they are more skilled and interested in writing - linking writing across the curriculum so the children have higher levels of independence and are more equipped as writers. For Pupil Premium children to become confident, proficient writers by making at least good progress in reading and writing and outcomes are improved by the end of the year. |
| Priority 3  Phonics/  spelling | Develop and improve the teaching of phonics/Spelling across the school so there is greater consistency in approach. Quality first teaching is built upon through targeted, evidenced based interventions. |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions  Mental health and wellbeing - impact of school closure due to COVID  Behaviour and attitudes to learning and attendance  Challenging family circumstances  Resources at home for remote learning  Low self-esteem and poor concentration  Pupil Premium children with additional SEND needs have a range of difficulties, including memory, dyslexia and specific difficulties in literacy which are a significant barrier for individual children. Pupil Premium SEND children are doubly disadvantaged. |
| Projected spending | £10.500 |

## Teaching priorities for current academic year

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| --- | --- | --- |
| **Aim** | **Target** | **Target date** |
| Progress in Reading | High quality and consistent teaching of all skills linked to reading to enable pupils to access and comprehend texts across the curriculum to ensure more children make accelerated progress in order to achieve the expected and higher standard. | July 2024 |
| Progress in Writing | Continue to foster the links between reading and writing using carefully chosen high quality texts modelling composition and ambitious and emotive vocabulary to ensure accelerated progress in order to achieve the higher standard. | July 2024 |
| Progress in Mathematics | Further embed mastery approach incorporating reasoning skills and using and applying in order to increase the number of pupils achieving the expected and higher standard. | July 2024 |
| Phonics | To ensure a consistent whole school approach to the systematic teaching of phonics. To ensure 80% of PP pupils achieve the expected level on the phonics screening check. | July 2024 |
| Mental Health and Wellbeing | Build in plentiful opportunities within the curriculum in order to provide a personalised, holistic approach and balance to their learning journey in order to build resilience and boost self-esteem.  Expect high attendance for all. | July 2024 |

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## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| **Priority 1**  **Maths** | PP children are well known to the teacher and PP children have weekly learning meet with learning ambassador.  CPD for ATs to develop further knowledge of Mastery and to apply this to teaching and learning when supporting pupils 1:1.  CPD for teachers and ATs on the use of probing questions to deepen understanding.  Personalised and challenging tasks linked to year group objectives.  Use of high quality feedback plus rigorous monitoring and assessment to ensure rapid progress.  Purchase of concrete materials and visual aids to support the children’s understanding of mathematics.  The use of stem sentences to support explanations when answering reasoning and problem solving questions. This will provide pupils with the mathematical vocabulary to explain and apply their knowledge of mathematical concepts.  Minimum of 3 times a week, 1:1 and small group provision of focused interventions and precision teaching led by AT to focus on maths support of basic methods of 4 calculation, while encouraging children to use concrete apparatus to build and develop greater understanding of mathematical concepts for those falling behind age related expectations.  Number focus to ensure application of skills.  Use of purchased Mathletics and Google Classroom online teaching for home-learning to close gaps in understanding.  Gaps in knowledge identified and curriculum amended to meet individual needs.  Pupil progress meetings to monitor progress based on prior attainment.  Subject Lead to develop and run staff training on Maths Mastery approaches, with an emphasis on broadening the curriculum and to ensure a consistent approach to teaching across the whole school. |
| **Priority 2**  **Writing** | Purchase new writing materials for KS2)  Personalised individual tuition  Reading books matched to children’s ability and opportunity to make notes about them.  Regular writing for different purposes immersed in a range of genres and high quality texts  Opportunities to write 1:1, independently and as a group  Bespoke 1:1 intervention to address gaps in writing and phonics/spelling lead by AT  Purchase Reading Eggs  Targeted groups – catch-up post COVID-19 – based on Baseline data.  Participate in the Nuffield Early Language Intervention to improve the language of Reception children.  teacher for EYFS and SLT to carry out parent workshops to support reading and phonic development at home.  Range of text types across all aspects of the curriculum  Create a culture of writing for pleasure  Access to a range of texts - real books and online texts  Continue to foster the links between reading and writing  Text analysis - authorial choice, impact on the reader, imagery and vocabulary |
| **Priority 3**  **Phonics/**  **spelling** | Purchase reading eggs  Train new staff and Staff CPD with Phonics Lead/Cluster and phonics/spelling  Books carefully matched to phonic ability  Daily phonics intervention from AT’s and Systematic daily teaching of phonics/spelling  Baseline phonic assessment - targeted interventions  Regular progress meetings for PP pupils to discuss progress and monitor learning  Teaching focus on application of skills learnt in Phonics across whole curriculum learning to enable catch up post COVID-19.  Targeted groups and precision teaching – catch-up post COVID-19 - based on Baseline data. These sessions could include: focused 1-2-1 phonics intervention, spelling and guided reading sessions, with a focus on developing the application of pupil’s phonics skills.  High expectations around the teaching of phonics/spelling and the expected progress that children are to make.  Close tracking and monitoring to allow for adjustments/additions to targeted interventions groups.  English lead to continue to raise the profile of reading and writing (including early phonic strategies) through whole school events, such as: parent workshops, bedtime stories, World Book Day, poetry events and live storytelling.  Cultural capital opportunities identified (such as visits from poets) and built into curriculum plan for all pupils and promote high attaining disadvantaged children engagement in opportunities for further extension.  Consistent approach to teaching of phonics across the whole school  Advice and resources for parents to further develop their knowledge to support the learning at home |
| Barriers to learning these priorities address | Some PP pupils enter school with limited experience of early reading, comprehension and writing skills, and are therefore at a lower starting point.  Lower starting points may prevent pupils from reaching the expected standard for the chronological age at the end of KS2. Understanding of toxic stresses experienced by pupils – especially in current Covid-19 times.  Research EFT states that Catch-up is required as Literacy and Numeracy skills are typically lower for pupils eligible for PP than for other pupils which prevents them from reaching expected standard for their chronological age by the end of Key Stage 1 (and in the future, possibly KS2).  School offer a wider range of high-quality texts, alongside a language rich environment which pupils may not have access to at home, therefore giving opportunities to develop written and spoken language to ‘close the language gap’.  Ensuring staff use evidence-based whole-class teaching interventions.  Mental health and well being - impact of school closure due to covid  Encouraging wider writing and providing catch-up in mathematics – typically an area of weakness  Behaviour and attitudes to learning and attendance  Challenging family circumstances  Low self esteem and poor concentration  Gaps in phonological knowledge  Pupil Premium children with additional SEND needs have a range of difficulties, including memory/rapid recall, dyslexia and specific difficulties in literacy which are a significant barrier for individual children. PP SEND children are doubly disadvantaged. |
| Projected spending | £10,500 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| **Priority 1**  Pupil premium champion | Strengthen pupil premium champion work to ensure an in-depth knowledge of all children with a pupil premium ambassador. Further develop record keeping system and intervention tracking to a weekly system. Training and develop a new ambassador for pupil premium children. Ambassador to have weekly chat with each child. All staff to have absolute clarity on each child and what makes a difference. Tackle Poor attendance directly |
| **Priority 2**  To further develop strategies linked to mental health and well being in order to alleviate anxieties, build resilience and develop independence. | Ensure all pupils and families have access to appropriate support to help with any challenging circumstances they are experiencing. Following on from the Covid-19 lockdown we are concerned about the impact it has had on our children. We therefore have restructured the timetable of a day and focus on our newly designed time to shine curriculum.  Train a new Relax Kids Lead and Employ ‘Confident Me’ and ‘behaviour’ specialist teacher to support highlighted need |
| **Priority 3**  Remote Learning | To offer a learning device for loan, such as a Chromebook or iPad, to those disadvantaged children who do not have access to them. |
| **Priority 4**  Music Specialist teaching | **Offer high quality music sessions in order to expose children to cultural history.**  **Increase memory skills and to teach perseverance and create a sense of achievement.**  **Improve coordination and sharpen concentration and listening skills.**  **Improve math skills and improve reading and comprehension skills.**  **Create responsibility and teach discipline and Promote happiness in the child’s life and for those around them.** |
| **Priority 5**  Extra-curricular | Offering subsidised extracurricular support/activities including: - Sports clubs - Gardening Club - Nurture Clubs - Educational Visits - Uniforms etc. |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils. Monitor pupil’s daily attendance and follow up quickly on absence - first day response call for PP children.  Emotional and behavioural needs  Family circumstances  Impact of COVID  Low levels of aspiration, resilience and study skills which lead to low confidence.  Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school.  Mental Health First Aider to provide pupils with additional support to promote curriculum access and help pupils to engage with their learning.  PP pupils to have targeted sessions to ensure behaviour and emotional support is in place to support their individual needs to improve readiness for learning.  Use of Jigsaw PSHE Programme/time to shine/ specialist teachers to support children as they deal with impact of COVID-19. Use of emotion indicators by children where needed to encourage positive talk about feelings rather than emotional outbursts.  Targeting the needs of specific families, providing additional social and emotional support in addition to the universal pastoral support offered in school. |
| Projected spending | £11,000 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development  Quality CPD for staff in all aspects of writing, phonics/spelling and maths (reasoning) and the subsequent impact upon learner progress.  Ensuring prioritised teaching time for daily reading, writing, maths and phonics sessions. | Make best use of Cluster expertise and research projects. Use experienced staff in school to train and coach others.  Use of staff training time to monitor and develop new teaching resources and programmes. Use of staff training to review and monitor group progress through impact reporting. SLT to support with Quality Assurance during 2021 - 22. |
| Targeted support | Ensuring enough time for support to small groups  Provide enriching resources to provide interventions that enhance outcomes.  Ensuring enough time for school leads (including EYFS Lead) to support teachers in planning and appropriate use of resources and small group interventions. Tracking impact of interventions to inform future planning of targeted support.  Timetabling to enable quality first class interventions and small group teaching. | Teachers support new teachers to school in the lead subject.  Use of Staff Development to review and monitor progress of targeted support. SENCo / PP Lead to have oversight of assessment for all intervention groups and use to inform future intervention and pupil passports where appropriate.  Close tracking and monitoring, pupil progress meetings and identifying ways of targeting children both at school and on the Google Classroom, when in lockdown.  Review all Assistant Teachers timetables to ensure best use of time and availability. |
| Wider strategies | Engaging families which face the most challenges with focus on the importance of regular attendance and being on time.  Impact of COVID on staffing. COVID restrictions impacting our enrichment offer  For PP children to be involved in all areas of school life without any financial barriers.  Staff will discuss pupils needing support with Relax Kids Provision specialist.  Children experience high quality music sessions. | Working closely with the LA and other local schools  Promote via the school website, school mail and possible direct communication.  Personal invites to events – in person or by calls home.  Monitor children’s absences and encourage active participation in extracurricular activities.  Offering a broad and balanced curriculum with enrichment opportunities throughout to enhance children’s experiences.  Children to be actively encouraged and invited to undertake extracurricular activities out of school hours. Any clubs that occur over the year to monitor attendance and proportion of PP children attending. Monitored involvement of PP children in school roles and responsibilities. Support of children with mental health and learning needs children will be able to build their self-esteem and worth. Subsidise any paid for extra-curricular activities and trips. Support with the purchase of uniform and PE Kits for individual children as the need arises to support families with financial concerns. Relax Kids specialist will make decisions on best way to support these pupils through use of targeted support programmes. |



## Review: last year’s aims and outcomes

The actual full review can be seen on the school website. A different format has been used previously.

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| **Aim** | **Outcome** |
| Raise attainment outcomes to at least expected – measure at the end of KS2 SATS tests. | Due to COVID-19, statutory assessments were cancelled. Interventions were put in place to support identified pupils to ensure disadvantaged pupils made progress at least in line with their peers. |
| Increase the number of pupils attaining high scores in reading, writing and maths at the end of each key stage. |
| Teaching and Learning – quality of teaching across school to be at least good. | Support from cluster schools showed staff outstanding teaching and learning, planning and resourcing. Staff worked collaboratively with year group partners. COVID19 disrupted quality first teaching in March 2020. High Quality Targeted work through Google Classrooms continued.  Lancashire Covid review was incredibly positive. |
| Other | Attendance has remained strong even during Covid. |

## Research undertaken to create the most suitable plan for LPS children

**Training undertaken in 2021**

* 8 weeks Education Endowment pupil premium programme with research school network- making the Difference for Disadvantaged Learners. 2021
* "Cognitive Enhancement" presented by Professor Pattie Maes from MIT - Massachusetts Institute of Technology 2021
* “Using Silence to Reduce the Cognitive Load of Learning” by Chartteris Education Foundation 2021
* “The Learning Gap” by The Spectator's editor Fraser Nelson 2021
* "Talking about ... children and education" by The Lancaster University Public Events Team 2021
* “Making the difference for disadvantaged pupils” by Lancashire Learning Team LPDS 2021

**Research Reading undertaken in 2021**

<https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

Building on today:  
• EEF The Attainment Gap (pub. 2017-18) [EEF\_Attainment\_Gap\_Report\_2018.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf)  
• EEF Impact of School Closures on the attainment gap (summary) (pub.2020)

[REA\_-\_Impact\_of\_school\_closures\_on\_the\_attainment\_gap\_summary.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf)  
• EPI Annual Report 2018-19 (summary infographic)

• EEF Impact of School Closures on the attainment gap (pub. 2020) (full)

[EEF\_(2020)\_-\_Impact\_of\_School\_Closures\_on\_the\_Attainment\_Gap.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)  
• EPI Annual Report 2018-19 (full)

Rob Coe EEF Blog

[EEF Blog: Assessing learning in the new academic year (Part 1 of 2) – three key questions for school leaders to consider | News | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1/)

Rob Coe EEF Blog

[EEF Blog: Assessing learning in the new academic year (Part 2 of 2) – how school leaders can best support pupils to regain lost learning | News | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2/)

PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION  
Examples of implementation plans

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

<https://www.kelsi.org.uk/policies-and-guidance/pupil-premium/sharing-best-practice>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf>

<https://www.risingstars-uk.com/getmedia/8181effc-58ef-48f7-9f78-94186578efa5/The_Impact_Of_School_Closures_May_2021>

The Centre for Excellence and Outcomes in Children and Young People’s   
Services (C4EO) identifies and coordinates local, regional and national   
evidence of ‘what works’, to create a single and comprehensive picture of   
effective practice in delivering children’s services. Using this information,   
C4EO offers support to local authorities and their partners, working with them   
to improve outcomes for children, young people and their families - Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys - This report is available online [www.c4eo.org.uk](http://www.c4eo.org.uk)

Geographical Analysis Pack Education in England Annual Report

<https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

and

<https://epi.org.uk/search/?_sf_s=pupil%20premium>