

# **Neston High School**

## **Pupil Premium**

### **Strategy Statement**

**Part A:**

**Strategy Plan**

*September 2021- August 2024*

**Part B:**

**Review of outcomes in the previous academic year**

*September 2021- August 2022*

**Published 31<sup>st</sup> December 2021**

**Reviewed 31<sup>st</sup> December 2022**

# Pupil Premium Strategy Statement

This statement details Neston High School's use of pupil premium (and recovery premium for the 2022 to 2023 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	Neston High School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021 December 2022- updated
Date on which it will be reviewed	December 2023
Statement authorised by	Keith Simpson Headteacher
Pupil Premium Lead	Kirsty Cunningham Jo Vossebeld Deputy Headteacher
Trustee lead	Kevin Mothersdale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,524
Recovery premium funding allocation this academic year	£74,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£378,044</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is provide all students at Neston High School a broad education which enables students to explore and discover where their talents lie and make the most of them, fostering a life-long passion for learning and helping each individual student to develop a true sense of self-worth, whatever their background.

The focus of Neston High School's pupil premium strategy is to support disadvantaged students to achieve this vision and ultimate goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The actions we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching and learning is at the heart of our approach, and we are committed to being a reflective, forward-thinking institution that pursues excellence for all, with a strong focus on our most disadvantaged students. At Neston High School we understand that the greatest impact on our disadvantaged students will take in the classroom, where it is intended that quality first teaching and professional relationships will allow non disadvantaged students attainment to be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also intended to support wider plans for education recovery, and Neston High School recognises that students have lost opportunities in the last few years. This understanding underpins our holistic approach to education and a belief that students thrive from engaging with learning outside the classroom, as much as within the classroom. Our intention is to provide a curriculum beyond the classroom that helps students whose education has been worst affected by partial school closure, including non-disadvantaged students.

We have identified 6 challenges that will be our focus for the next 3 years in our attempt to close the attainment gap and ensure every student at Neston High School meets their full potential.

To ensure our strategies are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve and support the development of their character and wellbeing.

## Challenges

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

Challenge no.	Detail of challenge																																																												
1	<p><b>Attendance</b></p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students being no more than 14.5% (in line with National), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5% to achieve a gap of 0%</li> <li>the percentage of all students who are persistently absent being below National % and the figure among disadvantaged students being no more than 2% lower than their peers.</li> </ul>																																																												
2	<p><b>Literacy</b></p> <p>A Literacy Review (October 2021), SIP reviews (including student voice) and GL-NGRT assessments, indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all curriculum areas.</p> <p>On entry to Year 7 in the last 5 years, between 17 - 42% of our disadvantaged students arrive below age-related expectations in Reading compared to 9 - 24% of their non-disadvantaged peers. This gap remains steady during students’ time at our school.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Data</th> <th>Year</th> <th>Total</th> <th>PP</th> <th>Non-PP</th> <th>PP Maths &lt;100</th> <th>Non-PP Maths &lt;100</th> <th>PP Reading &lt;100</th> <th>Non-PP Reading &lt;100</th> <th></th> </tr> </thead> <tbody> <tr> <td><i>Scaled Score</i></td> <td>11 (2021-22)</td> <td>298</td> <td>49</td> <td>249</td> <td>45%</td> <td>22%</td> <td>33%</td> <td>24%</td> <td>7 no KS2</td> </tr> <tr> <td><i>Scaled Score</i></td> <td>10 (2021-22)</td> <td>300</td> <td>64</td> <td>236</td> <td>39%</td> <td>24%</td> <td>42%</td> <td>19%</td> <td>6 no KS2</td> </tr> <tr> <td><i>Scaled Score</i></td> <td>9 (2021-22)</td> <td>305</td> <td>50</td> <td>255</td> <td>30%</td> <td>20%</td> <td>40%</td> <td>23%</td> <td>11 no KS2</td> </tr> <tr> <td><i>Cats Scaled Score</i></td> <td>8 (2021-22)</td> <td>304</td> <td>62</td> <td>242</td> <td>26%</td> <td>17%</td> <td>19%</td> <td>14%</td> <td>3 N/A</td> </tr> <tr> <td><i>Cats Scaled Score</i></td> <td>7 (2021-22)</td> <td>299</td> <td>52</td> <td>247</td> <td>25%</td> <td>10%</td> <td>17%</td> <td>9%</td> <td>12 N/A</td> </tr> </tbody> </table>	Data	Year	Total	PP	Non-PP	PP Maths <100	Non-PP Maths <100	PP Reading <100	Non-PP Reading <100		<i>Scaled Score</i>	11 (2021-22)	298	49	249	45%	22%	33%	24%	7 no KS2	<i>Scaled Score</i>	10 (2021-22)	300	64	236	39%	24%	42%	19%	6 no KS2	<i>Scaled Score</i>	9 (2021-22)	305	50	255	30%	20%	40%	23%	11 no KS2	<i>Cats Scaled Score</i>	8 (2021-22)	304	62	242	26%	17%	19%	14%	3 N/A	<i>Cats Scaled Score</i>	7 (2021-22)	299	52	247	25%	10%	17%	9%	12 N/A
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3	<p><b>Curriculum- knowledge and skills gaps</b></p> <p>Our assessment data in KS4 and 5 indicates that partial school closure has had an impact on attainment. (see headline measures)</p> <p>Observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>
4	<p><b>Metacognition</b></p> <p>Our teaching staff through their observations, suggest many disadvantaged students (particularly lower attaining), lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in the monitoring and evaluation of their answers.</p> <p>Student Voice, through curriculum and pastoral SIP reports 2021, demonstrates that students do not have a clear knowledge of themselves as learners, and disadvantaged students particularly found it challenging to articulate well, their strengths and weaknesses.</p>
5	<p><b>Character and wellbeing</b></p> <p>Our student and parent surveys during partial school closure, observations and discussions with students and families have identified social and emotional issues for many, such as anxiety, low self- esteem and mental health (diagnosed by medical professionals). This is partly driven by the concern about catching up lost learning and exams/ future prospects, and the lack of Learning Outside the Classroom opportunities during the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p>
6	<p><b>Student Outcomes:</b></p> <p>Progress 8 measure in 2019 data shows a gap between disadvantaged students and their non disadvantaged peers.</p> <p>This trend continued in 2020 (CAGs) and in 2021 (TAGs) despite students not sitting external examinations.</p> <p>The trend continued in 2022- although P8 for ALL improved significantly, which widened the gap.</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.

	<b>Intended outcome</b>	<b>Success criteria</b>
1	<p><b>Attendance</b></p> <p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>There will be sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students will be no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers will be reduced by 5%</li> <li>the percentage of all students who are persistently absent being below 14.5% and the figure among disadvantaged students being no more than 2% lower than their peers</li> </ul>
2	<p><b>Literacy</b></p> <p>Improved reading comprehension among disadvantaged students across KS3, in order they can fully access the curriculum.</p>	<ul style="list-style-type: none"> <li>Reading comprehension tests will demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</li> <li>Reading Age of disadvantaged students will increase (as close to chronological age)</li> <li>Teacher voice, work scrutiny and Progress Reports will demonstrate an improvement of students' engagement in learning (Ready to learn, Independent Learning)</li> <li>Assessment data will demonstrate improved outcomes for disadvantaged students</li> </ul>
3	<p><b>Covid Recovery- Partial School Closure</b></p> <p>Curriculum recovery plans implemented across all curriculum areas, to address knowledge, skills and understanding gaps.</p> <p>Pastoral care is impactful and strong relationships are sustained between students and their peers</p>	<ul style="list-style-type: none"> <li>Students will meet age related expectations</li> <li>Attendance % will increase, particularly for disadvantaged students</li> <li>Students will have the ability to self-regulate and interact successfully with their peers</li> <li>Internal pastoral interventions will return to pre- covid levels (demand)</li> <li>Referrals to social care for disadvantaged students will reduce</li> <li>Recovery curriculums will allow all students to succeed</li> </ul>
4	<p><b>Metacognition</b></p> <p>Improved metacognitive and self-regulatory skills among disadvantaged students across all curriculum areas.</p>	<ul style="list-style-type: none"> <li>Progress Reports and class observations suggest disadvantaged students are able to effectively monitor and regulate their own learning</li> <li>Independent Learning 'grades' across all classes and curriculum areas improve over time</li> <li>Students are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning, as demonstrated through student voice</li> </ul>

5	<p><b>Character and wellbeing</b></p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Engagement with student leadership opportunities, particularly amongst disadvantaged students</li> <li>• A significant increase in participation in Learning Outside the Classroom activities, particularly among disadvantaged students</li> </ul>
6	<p><b>Student Outcomes:</b></p> <p><b>Progress 8 measure 2019 data</b></p> <p><b>Department Focus Areas</b></p>	<ul style="list-style-type: none"> <li>• Positive P8 in all Curriculum Areas in 2022,23,24 validated data</li> <li>• Disadvantaged Students make progress in line with their non disadvantaged peers</li> </ul>

## Actions 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.

### Strand 1. Teaching (CPD, recruitment and retention)

Actions	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Quality First Teaching is the school's main priority and will have the most significant impact on disadvantaged students and their non disadvantaged peers</li> </ul>	Support structures (reviews and observations) in the school (linked to the Strategic Development Plan) are robust in identifying effective and ineffective teaching practice for all students	1,2 3, 4, 5,6
<ul style="list-style-type: none"> <li>Ongoing teacher training on the use of the WalkThrus programme, so that teachers acquire the professional understanding and skills to develop student's metacognitive language</li> <li>Develop metacognitive and self-regulation skills in all students through all lessons and the Tutor Programme Year 7-13</li> </ul>	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
<ul style="list-style-type: none"> <li>Ongoing CPD (WoW/ T and Learning communities/ staff induction) for teachers and LSA's to ensure they are secure in their knowledge of teaching strategies for disadvantaged learners</li> </ul>	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons <a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	4
<ul style="list-style-type: none"> <li>Review of Literacy across the curriculum, in order to implement recommendations in the EEF guidance</li> <li>Commission the School's Improvement Partner (SIP) to support developmental reviews across all curriculum areas, which will form the basis of actions</li> </ul>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	2



## Strand 2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Actions	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Adopt a targeted reading intervention for Year 8 students who are below 100</li> <li>Address vocabulary gaps through a consistent, whole school approach to literacy and reading</li> <li>Introduce Tutor Time Reading programme Year 7-13 (all tutors reading aloud selected books to their tutees)</li> </ul>	<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 timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<ul style="list-style-type: none"> <li>Use an additional English specialist to enable colleagues to work with students whose education has been most impacted by the pandemic.</li> <li>A significant proportion of the students who receive tutoring will be disadvantaged and disadvantaged boys, including those who are high attainers.</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<ul style="list-style-type: none"> <li>HTLA Maths and English used to target disadvantaged students where gaps exist</li> </ul>	<p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average.</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3

## Strand 3. Wider strategies

(For example, related to attendance, behaviour, wellbeing)

Actions	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Invest in further staff training through the Senior Mental Health Leads Programme in Spring 2022</li> <li>Role out HAWC (Health and Wellbeing Community) to all staff- Anna Freud course selected with wider community in mind</li> </ul>	<p>Access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing</p> <p><a href="http://www.gov.uk">Senior mental health lead training - GOV.UK (www.gov.uk)</a></p> <p>This CPD accredited course is a major training initiative that combines the expertise of Anna Freud course leaders with a community of practice, to support senior mental health leads in building a sustainable, whole school approach.</p> <p><a href="http://annafreud.org">Senior mental health lead training (annafreud.org)</a></p>	5
<ul style="list-style-type: none"> <li>Embed principles of good practice set out in DfE's Improving School Attendance advice.</li> <li>Attendance Team supported through a developmental SIP review and SCIE (CWaC) Safeguarding Health check</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Improving School Attendance</a></p>	1
<ul style="list-style-type: none"> <li>Contingency fund for acute issues.</li> </ul>	<p>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.</p>	All

## Part B: Review of outcomes in the previous academic year - September 2021-August 2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year.

Progress 8 for disadvantaged students has remained fairly static between 2019 and 2022, whilst Progress 8 for ALL students had significantly improved. In the context of post pandemic recovery, which we accept had a disproportionate impact on the most disadvantaged families, the data is not surprising.

2022 Validated	All	PP	Non-PP	Gap
<b>Cohort</b>	295	50	245	
<b>P8</b>	0.18	-0.37	0.31	-0.67
<b>A8</b>	49.51	39.65	51.52	-11.87
<b>KS2 average</b>	103.09	101.03	103.51	-2.48

2019 Validated	All	PP	Non-PP	Gap
<b>Cohort</b>	270	57	213	
<b>P8</b>	-0.25	-0.42	-0.21	-0.21
<b>A8</b>	45.06	38.78	49.07	-10.29
<b>KS2 average</b>	4.85	4.67	4.90	-0.23

There are currently 68 pupil premium students in Year 11. Internal data (Autumn data catch 1) in SMID is showing a PP Progress 8 of -0.11. If this figure comes to fruition in Summer 23, then this will be an improvement on 2019 and 2022 and closer to a P8 of zero, which is the school's aim.

Internal data is showing a Progress 8 score for ALL as 0.17. The gap therefore, is also looking like it will close. A more accurate data set will be available in the New Year, following students Centre Assesses Examinations (mocks).

Year 11 disadvantaged students have undertaken mentoring with the senior leadership team. Additionally, bespoke parent meetings and intervention has targeted cohorts by their ability profile. There are exam booster sessions running with breakfast provided and funded places given on the revision residential in March 2023. The school hopes this more tailored intervention will reap rewards in the summer term.

Attendance remains a focus, and whilst school data is broadly 'significantly' above National (FFT Aspire), it is not where we want it to be, particularly for students currently in receipt of FSM. 22% of current Year 11 are PP compared to the average of 19% whole school.

Sep 1st 2022- Dec 2nd 2022	7	8	9	10	11	ALL
NESTON ALL	95.7	93.5	91.9	91.7	91.2	92.8
National	94.3	92.2	91.1	90.6	90.5	91.8
Gap	+1.4 ●	+1.4 ●	+0.8	+1.1 ●	+0.7	+1.1 ●
NESTON FSM	91.5	90.6	86.6	89.3	82.9	88.1
National	91.3	87.9	86.1	84.9	84.5	87.1
Gap	+0.2	+2.7 ●	+0.5	+4.3 ●	-1.6 ●	+1.0 ●

In terms of CPD- Literacy has been a focus and this area has been led by the Literacy co-ordinator, who was appointed at the time the strategy was launched. Staff were issued a Blueprint that outlined 'we must' and 'could we try' behaviour, to work towards a consistent approach to literacy in the classroom to improve outcomes for disadvantaged students.

In addition to the focus on teaching, targeted reading interventions have disproportionately targeted disadvantaged students, and the impact has been measured using NG reading month data, which has been very positive.

More recently, training focused on the Metacognition strand giving staff useful tips on how develop self-regulation in students. The chosen strand is research led, with the EEF concluding it is a low cost, high impact strategy. The strand will continue to be drip fed over time and training layered and revisited, equipping teachers with the skills and knowledge to

make a difference with disadvantaged learners. WoW sessions and other teaching and learning opportunities will continue to support the Metacognition strand.

In relation to strand 5, Neston is still feeling the impact of the pandemic and the appointment of an Inclusion Leader, as part of the disadvantaged strategy, has gone some way to move forward strategically in this area. Developments are ongoing in shaping the new Inclusion framework, to ensure all students are fully supported and that appropriate layers of support are in place to prevent quick escalation. Whilst this framework will support all students over time, there has been a disproportionate negative impact on the most disadvantaged/vulnerable, which is why growth on existing pastoral structures were deemed appropriate. The next step will be to review the impact of the changes and roll out some of the working practice to tutors and providing training opportunities.

## Total PP income 2021-2022- £283,140

### Externally provided programmes

Programme	Provider	Cost
Alternative Provision- 2 students including transport	Every Lesson Counts- Horizon	£14,900
Enriched curriculum Level 2 and 3 qualifications	Reaseheath College	£11,000
Enriched curriculum Level 2 and 3 qualifications	West Cheshire College	£3,250
Counselling- 1 day per week	CAMHS	£9,000
Careers Advice and Guidance Service	MPLOY	£4,000
Peripatetic Music Lessons	Music for Life	£3,000
<b>Total</b>		<b>£45,150</b>

### Other Internal costs

Area of School	Cost
<b>Staffing</b>	
Senior Leadership i/c PP, attendance, behaviour, and Inclusion	£53,500
Pastoral Learning Mentors	£113,000
HLTA i/c Alternative Provision	£30,000

Literacy Intervention Lead	£7,000
Attendance Officer (50%)	£16,500
<b>Total</b>	<b>£220,000</b>

Area of School	Cost
Other	
Remote Learning resources e.g. laptops, dongles, printed resources packs for students	£10,000
Educational resources, e.g., textbooks, revision guides	£4,000
Outstanding Attendance Prizes	£5,000
<b>Total</b>	<b>£19,000</b>

## Service pupil premium funding

**17 students (12 families) x £310= £5270**

### Context

The movement of service students at Neston High School has overall been static for 5 years. With 14/16 students starting their learning journey in Year 7.

One current Year 11 student joined in March of Year 9 2021

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>As part of a pastoral review, a restructure followed, and we appointed an additional Pastoral Learning Mentor.</p> <p>All PLMs meet once a half term with our service children to either mentor or 'check in' with them depending on the needs of the individual.</p> <p>Service Children were discussed at Inclusion Meeting in Autumn Term 1</p>
What is your intended impact of that spending on service pupil premium eligible students?	All service children have an additional point of contact. The aim of the sessions is to support students in forming stable friendships and relationships and responding to any emerging needs/ issues, such as bereavement or unexpected redeployment.

## Further information

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

- offering an outstanding XL programme to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- creating an all-through Year 6-13 Aspiration Programme, that includes disadvantaged students, in order to raise their ambition and support them on a pathway to success, including Oxbridge.
- developing student voice across curriculum areas, to enable students to reflect on themselves as learners and better understand how the curriculum will be delivered, and practice talking about how their knowledge is connected.
- continuing to embed effective practice around feedback through WoW sessions. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- continuing to deliver wellbeing for education return training, on issues such as bereavement and loss, understanding anxiety and low mood, and actions for building resilience and recovery.

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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of desired impact. We commissioned a pupil premium review from our School Improvement Partner in January 2022 to get an external perspective. This has included triangulating evidence from multiple sources of data including engagement in class, book scrutiny and student and teacher voice, in order to identify the challenges faced by disadvantaged students at Neston High School.

Neston High School received a 'Good' judgement from Ofsted in February 2022.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

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

