

# Pupil premium strategy statement – Neston High School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1729
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	31/Dec/2024
Date on which it will be reviewed	31/Dec/2025
Statement authorised by	K Cunningham
Pupil premium lead	C.Scutter
Governor / Trustee lead	K Mothersdale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, regardless of their background or the challenges they face, continue to make exceptional progress and attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils in reaching this goal irrespective of their starting point. We will also address the specific challenges faced by vulnerable students, such as those with a social worker or young carers, ensuring their needs are met. Our plans outlined in this statement are intended to support all students not just those identified as PP.

At the core of our strategy is high-quality teaching, targeting the areas where disadvantaged pupils need the most support. This approach is proven to have the greatest impact on diminishing the differences between all groups and will positively impact the outcomes of all pupils.

Our approach is informed by careful diagnostic assessments, addressing both common challenges and individual needs, without assuming the impact of disadvantage

.At Neston High School we will:

- Develop socially confident, responsible, resilient and independent learners
- Create respectful, empathetic and active citizens who value democracy, liberty and the rule of law in British society
- Develop highly numerate, literate and articulate young people, instilling a life-long love of learning
- Promote cultural capital and celebrate difference, instilling an understanding and appreciation of diversity
- Nurture aspiration and ambition challenging all to achieve, readying pupils for the global workplace
- Promote student wellbeing, safety and healthy lifestyles, positively managing their academic, personal and social lives

Our curriculum comprises the total learning experience of our pupils, designed to realise our mission, values and vision. Our curriculum has 2 strands:

**Formal curriculum** – the powerful subject distinctive knowledge that students need to learn; what students experience in the classroom. It is carefully sequenced content that creates a coherent learning journey for our students from year 7 to year 13.

**Extended curriculum** – the opportunities both inside and outside of lesson time that deepen students' cultural experience, social confidence and wider skills and knowledge.

## Challenges

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

Challenge number	Detail of challenge										
1	<p><b>Student outcomes</b></p> <p>Despite narrowing the P8 gap to -0.55 for the 2023-24 cohort, progress made by PP students is lower than their peers. Eliminating this gap remains a top priority for the school.</p>										
2	<p><b>Attendance</b></p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Pastoral teams and our Attendance teams prioritize disadvantaged pupil attendance, actively engaging pupils and families to support regular attendance to school.</p> <p><b>Our attendance data for 2023-24 was:</b></p> <table border="1" data-bbox="363 929 1059 1182"> <thead> <tr> <th data-bbox="363 929 711 981">2023-2024</th> <th data-bbox="715 929 1059 981">Attendance</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 983 711 1032">All</td> <td data-bbox="715 983 1059 1032">91.5%</td> </tr> <tr> <td data-bbox="363 1034 711 1084">PP</td> <td data-bbox="715 1034 1059 1084">85.6%</td> </tr> <tr> <td data-bbox="363 1086 711 1135">Non-PP</td> <td data-bbox="715 1086 1059 1135">92.6%</td> </tr> <tr> <td data-bbox="363 1137 711 1182">Difference</td> <td data-bbox="715 1137 1059 1182">7%</td> </tr> </tbody> </table> <p>Current attendance data 2024 highlights a gap of 6.3% between PP and non-PP students for the current year. The data also highlights an attendance gap for persistently absentees compared to national figures.</p>	2023-2024	Attendance	All	91.5%	PP	85.6%	Non-PP	92.6%	Difference	7%
2023-2024	Attendance										
All	91.5%										
PP	85.6%										
Non-PP	92.6%										
Difference	7%										
3	<p><b>Literacy</b></p> <p>Strengthening literacy skills is essential to improving overall academic outcomes for PP students.</p> <p>From NGRT assessments it can be seen a reduction in the standard age reading score gap between PP 102 and non-PP 103 for the current year 7 cohort. However, there are several students with exceptional low reading scores (69).</p>										
4	<p><b>Character and wellbeing</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that cultural capital and social confidence of many of our disadvantaged pupils is lower than other students.</p> <p>Student voice, parent surveys and internal data have highlighted:</p> <ul style="list-style-type: none"> <li>A lack of LOTC opportunities.</li> <li>Underrepresentation of PP students at extra curricula opportunities</li> <li>Low uptake of trips by PP students</li> </ul>										

4	<p>Our pupil voice exercises and discussions with families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. The factors raised by students include anxiety about academic underachievement, examination and revision worries.</p> <p>Student voice, parent surveys and internal data have highlighted: Increased mental health related issues including, low self-esteem and anxiety.</p>
5	<p><b>Independent learning</b></p> <p>Our observations and data suggest many disadvantaged pupils lack metacognitive and retrieval practice strategies and this impacts on their ability to independently recall and apply their previous learning in future lessons and assessments.</p> <p>ATL data comparisons between PP and non-PP students identifies a lower average score for independent learning.</p> <p>Lower completion and engagement with homework</p> <p>Lower attendance at revision sessions.</p> <p>Attainment data from the end of year 10 shows a grade difference between PP and Non-PP in both English and maths.</p>
6	<p><b>Parental engagement</b></p> <p>Families of PP students are less likely to engage with the school community. Many disadvantaged families face barriers to engaging with the school, such as time constraints, or lack of knowledge about how to support their child's education. Low parental engagement can limit the effectiveness of school interventions and hinder the child's academic progress.</p> <p>Internal data highlights a lower attendance of PP parents/ carers at progress evenings/ family workshops/ parent workshops/ information evenings.</p>
7	<p><b>Technology</b></p> <p>Internal data collated highlights a continual inequality between PP and Non-PP students when accessing ICT resources. These include access to homework/ Teams/ revision resources/ Summary videos. The digital divide can create challenges in completing homework, engaging in online learning, or accessing educational materials, further exacerbating educational inequalities.</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p><b>Student outcomes</b> Improve Progress and attainment among PP students at the end of KS4, with a focus on narrowing the gap</p>	<p>By the end of this academic year a reduction in the gap between PP and non-PP students reduced from 0.5. At the end of the 3-year cycle for this PP strategy an elimination in the gap between PP and non PP students</p>
<p><b>Attendance</b> 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: - the overall absence rate for all students will be no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers will be reduced by 5% - the percentage of all students who are persistently absent being 10% or below and the figure amongst disadvantaged students being no more than 3% lower than their peers</p>
<p><b>Literacy</b> Improve reading ages and engagement with reading among disadvantaged pupils across KS3 ensuring they develop the skills and motivation necessary to succeed academically and foster a lifelong love of reading.</p>	<p>NGTR used to assess the reading scores of KS3 pupils at set intervals. An increase in the SAS scores will be seen as the year progresses Provide additional literacy sessions for students who are significantly behind in reading. Provide a diverse range of reading materials that are age-appropriate and cater to different interests. A range of books both high-interest and low-reading-level texts Books which are suitable for pupils at different reading levels but also offer an appropriate challenge. Peer Support Programs: establish a reading buddy system where older or more proficient readers mentor disadvantaged pupils. Set personal reading goals for example increasing reading speed, improving comprehension, or simply reading a set number of books each term. Provide guidance and resources to parents on how they can support reading at home.</p>
<p><b>Character and wellbeing</b> To achieve and sustain improved wellbeing for all students.  To develop students' character, including leadership skills and ability to engage in community projects</p>	<p>Students' engagement in a wider range of Personal Development activities  Through engagement students show skills linked to Leadership, Community Support and Respect  Student engagement tracked with PDEX Activities through consideration of a regular PDEX Points Report</p>

<p>To develop students' commitment to creating a more Respectful culture at school</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Student Voice work supporting a better understanding of students' experiences.</p> <p>To encourage students to engage in a 'Passport to Leadership' Programme</p> <p>To develop a more bespoke PSHE programme, informed by a comprehensive wellbeing survey, with elements specifically included to support disadvantaged students.</p> <p>To ensure Careers Provision is organised to target disadvantaged students, ensuring a robust careers plan is in place for every disadvantaged child</p> <p>An increase in rewards and events, with disadvantaged being prioritised during the selection process</p> <p>Our extended school curriculum will ensure students have high quality access to cultural experiences that develop their social confidence e.g. Arts, Sports and Performing Arts weeks, Science and Technology Days and PD extended curriculum.</p>
<p><b>Independent learning</b></p> <p>Build the necessary skills, provide resources, and create a supportive environment.</p>	<p>Offering targeted interventions to improve time management, self-regulation, and study skills.</p> <p>Providing a quiet and supportive space for pupils to study at school.</p> <p>Building pupils' confidence through small wins and creating a learning environment where they feel empowered to take ownership of their progress.</p> <p>Improved outcomes in assessments, pupil voice feedback, homework completion and teacher feedback (average ATL score) will show the impact of our strategies in this area.</p>
<p><b>Parental engagement</b></p> <p>To improve parental engagement at all school events to build stronger relationships create a supportive, collaborative environment which benefits disadvantaged pupils, especially disadvantaged families. Opportunities include:</p> <ul style="list-style-type: none"> <li>• Progress evenings</li> <li>• Information evenings</li> <li>• Family workshops</li> <li>• Rewards events</li> <li>• Engagement through homework</li> <li>• Made/Elevate workshops</li> </ul>	<p>To improve parental engagement for PP students at all events to 75%</p> <p>Barriers to attendance identified through targeted communications with families of PP students.</p> <p>Support is provided to families of PP students to reduce barriers to increase attendance at all events.</p>
<p><b>Technology</b></p> <p>Ensure that disadvantaged pupils have equitable access to</p>	<p>An updated survey of devices/ internet access.</p> <p>Action survey to ensure all students have access.</p>

<p>the technology they need, providing digital devices and internet access where necessary, and offering support for developing digital skills and literacy.</p>	<p>Providing access to learning resources, including digital tools, books, and study materials. Identification of most easily accessible on-line resources.</p>
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund external consultants, attendance at training, release time and investment in new resources to enhance and develop our curriculum.</p> <p><a href="https://www.gov.uk/government/publications/intention-and-substance-primary-school-science-curriculum-research">https://www.gov.uk/government/publications/intention-and-substance-primary-school-science-curriculum-research</a></p>	<p>Enhancement of our curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will use the guidance and research from OFSTED Curriculum Research and analysis overview series for subjects across the curricula.</p> <p><a href="#">Research review series: English - GOV.UK</a></p> <p><a href="#">Subject report series: English - GOV.UK (2024)</a></p> <p><a href="https://www.gov.uk/government/publications/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics</a></p> <p><a href="https://www.gov.uk/government/publications/research-review-series-science">https://www.gov.uk/government/publications/research-review-series-science</a></p> <p><a href="#">Improving Secondary Science   EEF</a></p> <p><a href="https://www.gov.uk/government/publications/curriculum-research-review-series-languages">https://www.gov.uk/government/publications/curriculum-research-review-series-languages</a></p> <p><a href="#">Research review series: geography - GOV.UK</a></p>	<p>1,3,5</p>

	<p><a href="#">Research review series: history - GOV.UK</a></p> <p><a href="#">Subject report series: religious education - GOV.UK</a></p> <p><a href="#">Research review series: music - GOV.UK</a></p>	
<p><i>Continue to develop the feedback culture in the school across all subjects to diminish the differences for PP and Non-PP students and accelerate their progress.</i></p> <p><i>We will fund whole school and faculty level training using Step lab. with release time for visits and peer observations.</i></p> <p><i>Included in CPD budget above.</i></p>	<p><i>Providing high-quality feedback to pupils is integral to effective teaching.</i></p> <p><i>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</i></p> <p><a href="#">Feedback   EEF</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p>	1,3
<p><i>Improving literacy in all subject areas in line with recommendations in the EEF</i></p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p><i>Funding for literacy coordinator to support literacy development across the curriculum.</i></p> <p><i>We will fund professional development and instructional coaching focussed on each teacher's subject area using Step lab.</i></p> <p><i>Funding for PP lead to coordinate PP strategy across the school</i></p>	<p><i>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="#">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a></p> <p><i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</i></p> <p><a href="#">word-gap.pdf</a></p>	1,3,7
<p><i>Developing metacognitive and self-regulation skills in all pupils.</i></p> <p><i>This will involve ongoing teacher training and support.</i></p>	<p><i>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</i></p>	1,3,5

and release time.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">Metacognition and Self-regulated Learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a>	
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## 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
<p><i>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</i></p>	<p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</i></p> <p><a href="#">One to one tuition   EEF</a></p> <p><i>And in small groups</i></p> <p><a href="#">Small group tuition   EEF</a></p>	1,2,3,4,5
<p><i>Delivering well-evidenced numeracy and literacy teaching assistant interventions for pupils that require additional support.</i></p> <p><i>Continue to support 6th form led literacy and numeracy intervention for year 7 students.</i></p> <p><i>Continue to develop a whole school reading culture (staff and students) with opportunities for all students to engage in wider reading.</i></p> <p><i>Continue the explicit teaching of Tier 3 vocabulary across all key stages in all curriculum areas.</i></p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Interventions and strategies to promote a reading culture are outlined in the July 2023 reading framework from the DfE:</p> <p><a href="#">The reading framework</a></p>	1,2,3

<p>Homework clubs can help to overcome barriers such as a space for working or devices and internet at home.</p> <p>Homework club would offer pupils the resources and support needed to undertake homework or revision.</p> <p><i>Implementation and development of the use of Uplearn through homework club</i></p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Homework that is linked to classroom work tends to be more effective.</p> <p><a href="#">Homework   EEF</a></p>	1,5,7
<p>Continue to implement a bespoke targeted intervention programme for all PP students. Including regular mentoring sessions and targeted academic intervention by staff.</p>	<p><a href="https://educationendowmentfoundation.org.uk/the-tieredmodel/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tieredmodel/2-targeted-academic-support/</a></p> <p><a href="https://engage-education.com/blog/tuition-and-interventioplanning-for-disadvantaged-pupils/">https://engage-education.com/blog/tuition-and-interventioplanning-for-disadvantaged-pupils/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/small-group-tuition/</a></p>	1,2,4,

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Appointment of an additional attendance support officer to address persistent absentees</p>	<p>The DfE guidance informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>(DFE doc withdrawn)</p>	1,2
<p>A cultural capital and social confidence programme to include extra-curricular clubs and cultural trips to</p>	<p>As well as being valuable in itself, participation in extra-curricular activities can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.</p>	2,4,5

<p>increase opportunity for all.</p>	<p><a href="#">Life skills and enrichment   EEF</a></p> <p>OFSTED have highlighted the need for schools to develop: Cultural capital  <a href="#">School inspection handbook - GOV.UK</a></p> <p>203. the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:</p> <p>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>	
<p>External provider Made used to provide sessions on Revision strategies</p>	<p>The EEF highlights the effectiveness of homework/ revision on Disadvantaged student  <a href="#">Homework   EEF</a></p> <p>(educationendowmentfoundation.org.uk) The session was aimed to give the students the skills to make the most of their time.</p>	<p>1,2,4,5,6</p>
<p>Contingency fund for acute issues.</p>	<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>	<p>All</p>

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

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024 saw the end of the previous pupil premium plan.

#### Attainment and progress in 2024

In 2024 the attainment and progress for both PP and Non-PP students increased compared to 2023. In 2024 progress gap narrowed between PP and Non-PP students.

There were 41 pupil premium students whose outcomes contributed to the overall school figures for progress and attainment in Year 11. The final outcomes shows PP students P8 figure of -0.33 compared to national non-PP students of 0.16 and local authority non-PP students P8 of 0.17 a gap of -0.49 and -0.5 respectively.

Although this P8 figure is an improvement on P8 achieved in 2023, further reduction of the gap remains a key priority and is a focus of every member of the school.

2024	All	PP	Non-PP	Gap
Cohort	301	41	258	
P8	0.22	-0.33	0.26	-0.59
A8	45.1	35.6	46.22	-10.62
KS2 Average	103.02	100.45	103.44	-2.99

2023	All	PP	Non-PP	Gap
Cohort	303	54	249	
P8	0.19	-0.46	0.33	-0.79
A8	45.83	34.59	48.27	-11.24
KS2 Average	109.19	100.45	103.8	-3.35

Year 11 disadvantaged students undertook mentoring with the senior leadership team. Additionally, bespoke parent meetings and intervention targeted cohorts by their ability profile. Exam booster sessions ran and funded places were given on the revision residential in March 2024. The school hopes this more tailored intervention will reap rewards in the summer term.

In terms of CPD- Formative assessment had been a focus. The school had progressed into the second year of the SSAT programme. Through student voice, a positive impact was being experienced by all students especially disadvantaged students, Who felt that they had more opportunity to demonstrate their learning.

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

Training also focused on the Metacognition strand providing staff with useful tips on how to develop self-regulation in students. The chosen strand was 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 continued to support the Metacognition strand.

Neston is still feeling the impact of the pandemic and the appointment of an Inclusion Leader, as part of the disadvantaged strategy, went some way to move forward strategically in this area. Developments are ongoing in shaping the new Inclusion framework, to ensure all students were fully supported and that appropriate layers of support were 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.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Alternative Provision- 2 students including transport -	Every Lesson Counts- Horizon
Enriched curriculum Level 2 and 3 qualifications	Reaseheath College
Enriched curriculum Level 2 and 3 qualifications	West Cheshire College
Counselling 1 day per week	CAMHS
Careers Advice and Guidance Service	MPLOY
Peripatetic Music Lessons	Music for Life
Made Revision programme	MADE

## **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### **2024 saw the end of the Pupil premium strategy plan**

*Our pupil premium strategy was supplemented by additional activity that was not funded by pupil premium or recovery premium. This included:*

- 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 were encouraged and supported to participate.*
- creating an all-through Year 6-13 Aspiration Programme, that included disadvantaged students, in order to raise their ambition and support them on a pathway to success, including Oxbridge.*
- student voice was developed across curriculum areas, to enable students to reflect on themselves as learners and better understand how the curriculum was delivered, and practice talking about how their knowledge is connected.*
- we continued to embed effective practice around feedback through WoW sessions. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.*
- we continued 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 the pupil premium strategy, we evaluated why activities 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 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 put a robust evaluation framework in place for the duration of our three-year to secure better outcomes for students.*

