

Pupil premium strategy statement

Cinnamon Brow Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy over three years and 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	Cinnamon Brow CE Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	41% PP
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachel Pimblett, Headteacher
Pupil premium lead	Bianca Prescott, Deputy Headteacher
Governor lead	Carolyn Whiteway, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	193,766
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	6,681
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	200,447

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that 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 activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the tuition for pupils whose education has been worst affected, including non-disadvantaged pupils. Additionally, a focus on improving attendance post covid.

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

- Endeavour to get every child in school so that they can learn
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges 2024 onwards

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

Challenge number	Detail of challenge
1 Attendance	Studies show large gaps in attainment have continued to grow for disadvantaged pupils. Our assessments and observations indicate that the attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. This is negatively impacting disadvantaged pupils' progress.
2 Communication and language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are mostly evident in the Early Years and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
3 Outcomes	Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Fluency across EYFS and KS1 is a key focus for improvement. We have identified that fluency is the area that is holding back readers from attaining ARE at the end of Year 1 and 2. Within KS2, understanding of reading is impacted because of fluency. EEF guidance reports provide strong evidence that fluency development is key to reading success. Writing Our assessments and observations indicate that the writing of pupils in receipt of pupil premium is below that of peers. As noted above, evidence suggests that pupils present with underdeveloped oral language skills (especially in the EYFS/KS1); this has a direct impact on writing. In order to write, children need to be able to compose orally. Writing programmes introduce complex writing tasks too early. They do not give children enough teaching and practice for them to become fluent in foundational knowledge and skills, such as in handwriting and composing simple sentences. Introducing complex class writing projects too early can overwhelm children who have not yet established essential skills like handwriting, encoding (spelling) and sentence construction. When these skills are not solidified, children can struggle, leading to frustration and disengagement.

4 Pastoral	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Pupils' emotional well-being, social and behavioural needs are affecting their ability to make progress and their readiness to learn.
5 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children need SALT intervention.

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
To continue to ensure the attendance of all pupils and particularly those in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved explorative oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To continue to ensure the outcomes for all pupils, in particular those in receipt of pupil premium are at least in line with those of peers in school across the English and Maths curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the attainment of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Building fluency in foundational knowledge will allow children to succeed and therefore grow in confidence. KS2 reading and writing outcomes show that the % of disadvantaged pupils who meet the expected standard is at least that of national.
To ensure the well-being needs of all pupils, in particular those in receipt of pupil premium funding are	Children's well-being needs are met and supported to ensure that they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

met to ensure they are ready for learning.	
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and language in the EYFS Using a range of different approaches as proposed by the EEF EYFS evidence store to develop communication and language skills to support children to develop in the different areas that work together to underpin effective communication and language and to secure progress https://d2tic4wvo1iusb.cloudfront.net/production/documents/ey-evidence-store/early_years_evidence_store_supporting_communication_and_language_in_the_early_years.pdf?v=1710860125	Evidence consistently shows that communication and language approaches benefit young children's learning. Communication and language approaches in the early years can be grouped and include approaches that support the linguistic, cognitive and physical aspects of communication through: teaching and modelling vocabulary and language; interactive reading and teaching through collaborative talk; teaching and modelling social communication skills. Studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development. The EEFs EYFS toolkit estimates that communication and language approaches can, on average, provide 7 months of additional progress. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	2,3,5
Oracy Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Reading fluency Following a DfE validated Systematic Synthetic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	3,5

Consistent approach to the teaching of English across school following the Pathways to read / write teaching sequence model Reading Whole Class Reciprocal reading approach to continue across KS2 to enable effective delivery of high-quality whole class shared reading sessions and feedback to improve learning for all, in particular for those pupils in receipt of pupil premium Writing Develop pupils' ability to produce well-structured writing that's fit for purpose and in line with the formal structures of English (SPAG) Building fluency in foundational knowledge to allow the children to succeed - Ensure that early writing skills are firmly in place.	See Improving Literacy in Key Stage 2: Recommendation 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Early Literacy https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy Preparing for Literacy https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1731867582 A high-quality education in EYFS and KS1 will ensure that pupils establish a firm foundation in spoken language, reading and writing which will stand them in good stead throughout their time in school and beyond. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	3,5
Maths Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. To introduce Oak academy maths scheme	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	3,5

across LKS2 initially and then KS1 and UKS2 as per School Improvement Plan for 2024-25 We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). (working with Maths consultant)	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 High quality teaching requires the support factor of sustained professional development.	
SEMH Improve the quality of social and emotional (SEL) learning through the further integration of Heartsmart across the school and its incorporation within the behaviour curriculum of the school. Develop further the use of PSHE Association resources particularly focusing on wellbeing SEL approaches will be embedded into routine educational practices and within the introduction of a pastoral TA to deliver bespoke intervention. Professional development and training for staff linked to trauma informed practice and emotional literacy support. Enhance the self-regulated independent learning behaviours of pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning Evidence shows that this can be helpful to develop pupil's self-awareness. Meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes. The use of evidence backed intervention programmes such as Emotional Literacy Support Assistant will be used to support this.	4
SEND Continue to review current provision alongside the guidance:	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#:~:text=Schools%20should%20aim%20t	3,5

'Special Educational Needs in Mainstream,' for the teaching of Maths for SEND pupils (Led by SLT)	o%20understand,pupil%20themselves%20and%20specialist%20professionals. Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOMM– language and communication toolkit to be used to screen all children in EYFS and Year 1 to establish small group interventions on entry to school following baseline assessments Teaching Assistant to deliver the intervention	See case study- 'Sandwell Keeps Talking,' with help from WellComm Early Years https://www.gi-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/ "More children are going through the school gates ready to learn. The impact of that will last a lifetime" (Neilam Ahmed, lead speech and language therapist for early years prevention and intervention) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Using evidence backed interventions are essential which is why as a school we use WELLCOMM to support our children's language development.	2,3,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by Tas through structured intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The area of research showing the strongest evidence for Tas having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.	2,3,5

Effective deployment of staff Teaching Assistants to support key children and year groups. Targeted interventions-reading, writing, maths To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Deputy Head Teacher PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Research on Tas delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when Tas work in structured settings with high quality support and training. When Tas are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	2,3,4,5
Provide school-led tutoring A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with whole staff training on development routines and whole school systems that are understood by all. Enhance the self-regulated independent learning behaviours of pupils.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Enhance the self-regulated independent learning behaviours of pupils and develop cultural capital through experiences Pastoral Teaching Assistants timetable re-evaluated to deliver pastoral groups, positive play at playtimes, settling child into school in the morning.	Evidence supports the notion that investing in an enriched, experiential curriculum builds cultural capital which will benefit our cohort as a whole given the disadvantaged context and demographic of the community we serve. Continue as a key aspect of our strategy to combat barriers to learning resultant from environmental and contextual factors impacting on childhood mental health. Trips/Visits/Visitors To broaden the life experiences and stimuli for vulnerable pupils through the provision of experiential learning and developing cultural capital Extra-curricular clubs To improve the well-being, behaviour and engagement of targeted pupils Lunchtimes development OPAL To improve the well-being, behaviour and engagement of targeted pupils by the provision of experiential learning. Enriching play experiences and incorporating a wider range of creative play, investigative play and sports.	4
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. Using the Attendance service Everyone being accountable for attendance across the school Personalised support programmes for identified pupils	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A high percentage of attendance is an indicator of good academic attainment and positive attitudes to learning	1

Training and release time for staff to develop and implement new procedures.		
To continue to deliver a comprehensive programme of pastoral support to children and families. Through the full-time employment of an education welfare officer to support families with attendance and acute need, pupils will be effectively safeguarded and there will be a network of support available to our vulnerable families. Through the full-time employment of a pastoral TA to support vulnerable pupils including with attendance. Through the employment of a TA as Early Help Lead to support	Ensuring our pupils are effectively safeguarded whilst in primary education to maximise their chances of reaching their academic potential. EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	4
Contingency fund for acute issues.	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.	

Part B: Review of outcomes in the previous academic year – 2023/2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Reading

End of key stage assessments and internal assessments demonstrated that in reading, across some key stage 2 classes, the attainment gap continues to reduce but remains a target. In Reception and Key Stage 1, the attainment of those in receipt of pupil premium remains a focus. The gap has reduced in some cohorts. Fluency across Reception and KS1 continues to be a key focus for improvement to ensure that pupils attain ARE at the end of Year 1 and 2.

In the Year 1 Phonics test 69% (64% in 22/23) of disadvantaged children achieved the expected level compared to 82%(79% in 22/23) overall. This compares well to national averages.

Reading	Attainment compared to those not in receipt of PP 2021/22	Attainment compared to those not in receipt of PP 2022/23	Attainment compared to those not in receipt of PP 2023/24
Rec	-22%	-23%	-15%
Year 1	-22%	-25%	-19%
Year 2	-28%	-16%	-24%
Year 3	-7%	-7%	-14%
Year 4	-6%	+3%	-14%
Year 5	-8%	-19%	+1%
Year 6	-14%	-5%	-7%

Writing

Writing has continued to be a school improvement target for 2023-24. There continues to be a gap for each year group, particularly in Reception and Key Stage 1, and this demonstrates that writing needs to be a key focus for disadvantaged pupils over the year. Targeted support and also support within quality first teaching will focus on those that are in receipt of pupil premium.

Building fluency in foundational knowledge will allow children to succeed and therefore grow in confidence. Language is the bedrock of thinking and learning so this will be a priority in the curriculum. In order to write, children need to be able to compose orally. They also need to know how to spell, form letters and punctuate correctly. As a school we are focusing on sequencing this knowledge coherently and sequentially.

Writing	Attainment compared to those not in receipt of PP 2021/22	Attainment compared to those not in receipt of PP 2022/23	Attainment compared to those not in receipt of PP 2023/24
Rec	-34%	-19%	-50%
Year 1	-25%	-15%	-22%
Year 2	-16%	-18%	-29%
Year 3	-12%	-11%	-19%

Year 4	-26%	-14%	-22%
Year 5	-36%	-13%	-11%
Year 6	-16%	-15%	-13%

In Maths, across Reception and Year 1 classes, the attainment gap between those in receipt of pupil premium and the class as a whole has reduced significantly. The planning and documentation produced for the teaching and learning of Maths in the EYFS, in collaboration with the maths consultant, have had a positive impact on pupil progress.

In Year 2 and Year 6 the attainment gap in maths of those in receipt of pupil premium is larger. The variation in cohorts affects the figures as some have more SEND, more mobility or other factors.

In Maths, across some of the key stage 2 classes, the attainment gap between those in receipt of pupil premium and the class as a whole has reduced.

Maths	Attainment compared to those not in receipt of PP 2021/22	Attainment compared to those not in receipt of PP 2022/23	Attainment compared to those not in receipt of PP 2023/24
Rec	-15%	-21%	-10%
Year 1	+5%	-30%	-5%
Year 2	-10%	-24%	-28%
Year 3	-4%	-3%	-14%
Year 4	-13%	-2%	-14%
Year 5	-32%	-26%	-8%
Year 6		-8%	-23%

The evidence indicates that the gap in attainment in Key Stage 2 is mostly smaller which is encouraging. There was a larger gap between the attainment of disadvantaged and other children at the end of the EYFS and in Years 1 and 2. To some extent this is to be expected as the measures taken by the school will only be beginning to have an impact. What we would hope to see is a gradual reduction in the gap as children progress through school. However, the variation in cohorts affects the figures as some have more SEND, more mobility or other factors.

Nationally, the disadvantage gap in 2024 is similar across subjects, ranging from 17 percentage points in reading and science to 20 percentage points in maths and writing.

The school is continuing to track the progress of disadvantaged children and to provide additional intervention where needed. At pupil progress meetings children are discussed as individuals and support put in place wherever possible.

Numbers of disadvantaged children are increasing. The school now has 41% disadvantaged pupils compared to the national average of 25% and Warrington average of around 24%.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be impacted, particularly acute for disadvantaged pupils. Pupil premium funding is used for SEL support as we identified this as an area of concern considering the number of referrals for mental health support and increasing behaviour that is related to trauma or mental wellbeing.

Research backed interventions have been implemented to support and pupil premium is used to employ two pastoral TAs and to provide training.

Absence issues have been more evident amongst disadvantaged children. In 2023/24, whole school attendance was 94.1%. This was 0.2% below than FFT national (94.3%) with those in receipt of pupil premium funding being 92%. This was 0.4% above than FFT national (91.8%). Attendance continues to be a focus for us as a school.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education which we addressed with targeted support. Meeting the social and emotional needs of pupils as required to ensure optimum positive academic outcomes. During 2023-24, we have provided Emotional Literacy Support Programme for identified needs.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated some progress in subject areas where extra support was provided.

Further information (optional)

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:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils (writing focus)
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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 impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We will plan to contact schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of 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 pupils.