

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas The Martyr CE
Number of pupils in school	197 182 – Rec to Y6
Proportion (%) of pupil premium eligible pupils	66 children – 33.5% 55 children – 30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	21st October 2022 14 th November 2023
Date on which it will be reviewed	1 st October 2023 1 st October 2024
Statement authorised by	C. Roscoe
Pupil premium lead	M. Deary
Governor / Trustee lead	R. Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,930 £77,650
Recovery premium funding allocation this academic year	£11,466 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year	£103,396 £77,650

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At St Thomas the Martyr our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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 achievers.

We aim to ensure progress is made through high quality teaching in all curriculum areas with the target to close the gap between disadvantaged pupils and their peers. High quality teaching will be supported by rigorous assessment and tracking that allows for targeted learning support, group interventions, and adapted lesson plans and teaching to engage the learners. 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. Staff work as a team with a shared vision to help every child achieve.

As a school we have a desire to ensure all children are happy, healthy, confident and independent. We have a strong focus on wellbeing across the school and want children to feel happy and safe in school. Relationships between staff and children allow us to work on areas in a child's life that may affect their personal development. We believe that children need to be ready to learn and challenges in their lives can affect this. We also aim to give all children a range of opportunities to develop their cultural capital, talents, skills, interests and everyday experiences.

Our approach will be responsive to common challenges and individual needs, developed from assessments and the understanding of the needs of our children rather than assumptions about the impact of disadvantage. The approaches we have adopted are integral to wider school plans including the school improvement plan, curriculum action plans and planned CPD. To ensure they are effective we will:

- 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

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

Challenge number	Detail of challenge
1	<p>Assessments and observations of pupils, and discussions with staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from 2 year old/Nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. Wellcomm assessments show 54% of Nursery children are below expectations with 80% of Pupil Premium being below expectations. 42% of Reception children are below expectations with 42% of Pupil Premium being below.</p> <p>Welcomm assessments at the beginning of the school year 2023/2024 now show 43% of Nursery children are below expectations with 60% of PP being below. 28% of Reception children are below expectations with 100% of Pupil Premium being below.</p>
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Gaps are being closed and children who missed school during previous years due to COVID have now had academic years with no breaks. Staff are working to identify gaps and interventions are seen in the provision maps. This is still a challenge for us.</p>
3	<p>Assessments and observations of pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonics screening results in the last 2 years show that 25% of failed screenings were disadvantaged children. This negatively impacts their development as readers.</p> <p>In 2022, 42% of children who did not meet expected standard in Reading by the end of KS1 were Pupil Premium.</p> <p>Many disadvantaged children in our school dislike reading and do not engage with home reading. Some do not have access to rich and challenging reading materials.</p> <p>In 2023, 100% of PP children met the expected standard in Reading by the end of KS1. However, there was a small number of PP children within this cohort (only 4) and a number of non-PP children in the class did not achieve expected standard. PP funding was used to support these children.</p> <p>100% of Y1 children passed the phonics screening. This year group was a small cohort (18 children – 8 PP) and they benefited from daily</p>

	<p>phonics intervention from Teaching Assistants along with the new phonics scheme being implemented.</p> <p>We are in the process of creating a new library area with a range of new books that children will be able to read in class and in school. The literacy coordinator has spent a large amount of time selecting books that related to children's interests in order to engage them in reading.</p>
4	<p>Assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class, 75% of our disadvantaged pupils arrive below age-related expectations in Maths compared to 50% of other pupils.</p> <p>In 2022, 60% of children who did not meet expected standard in Mathematics by the end of KS1 were Pupil Premium.</p> <p>Discussions with staff highlighted a weakness in children's mental maths skills, including the use of number bonds and times tables.</p> <p>In 2023 on exit from Reception class 81.8% of PP did not meet expected standard compared to 38.4% of other pupils.</p> <p>In 2023 on entry to Reception class, 100% of our disadvantaged pupils (10 children) arrived below age-related expectations in Maths compared to 38% of other pupils.</p> <p>In 2023, 100% of children of PP children met expected standard in Mathematics by the end of KS1. However, there was a small number of PP children within this cohort (only 4) and a number of non-PP children in the class did not achieve expected standard. PP funding was used to support these children.</p>
5	<p>Through discussions and observations, it is clear that many disadvantaged children do not have access to the same enrichment opportunities or experiences as their peers.</p> <p>As a school we would like our children to become more active in order to develop their gross and fine motor skills as well provide the benefits of activity on their physical health.</p> <p>Through discussions with families and children and the tracking of incidents, we recognise that many of our children have access to the online world. We have noted that children understand the concept of telling a trusted adult and how to behave online but struggle to put this into practice when outside of school. There have also been issues brought into school involving fall outs over social media, which takes time away from the classroom in order to resolve.</p> <p>PE lessons with PE teacher has now been rolled out across Reception to develop gross motor skills.</p> <p>We are continuing with National Online Safety and have also subscribed to Knowsley Online Safety services in order to ensure we develop online safety knowledge for both children and staff as the online world continually changes.</p>

6	<p>Our attendance data over the last year indicates that whole school attendance is 93.2%.</p> <p>Attendance among disadvantaged pupils is 40% of the amount of children whose percentage attendance is below 95%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.</p> <p>By the end of the school year 2022-23 whole school attendance was 93.45%. This has increased by 0.25%.</p> <p>Attendance among disadvantaged pupils is 39.5% of the amount of children whose percentage attendance is below 95%.</p>
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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	2022-2023 summary
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate improved 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.</p> <p>Children are referred to outside agencies if required.</p> <p>Children have made progress from their Welcomm assessments by the time they leave EYFS.</p>	<p>7 children were referred to Speech and Language Therapy. There seems to be a long wait on referrals so we are aiming to refer as early as possible so children can start interventions as soon as possible.#</p> <p>Welcomm progress shows children are moving through the program but as they are well below on entry they are still below even with the progress made.</p>
Improved reading engagement and attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that disadvantaged pupils have made progress in line with other children, and in some cases accelerated learning.</p> <p>Phonics screening results to be 85%+ and show an upward trend.</p> <p>Pupils with gaps in reading and comprehensions skills are identified and support is in place.</p>	<p>KS2 reading – 5/7 children achieved working at expected standard in Y6 SATs. 1/7 achieved greater depth.</p> <p>Phonics screening results – 100%</p> <p>Children with gaps in reading and comprehension have</p>

	<p>Children enjoy reading and have access to reading areas in school. Home reading is increasing.</p> <p>Essential Letters and Sounds phonics scheme implemented across EYFS and KS1.</p>	<p>intervention support as seen on provision maps.</p> <p>New library area created and to begin being used in new school year.</p> <p>New phonics scheme implemented and to be continued.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 Maths outcomes in 2024/25 show that disadvantaged pupils have made progress in line with other children, and in some cases accelerated learning.</p> <p>Children with gaps in key concepts, such as number bonds and times tables, to be identified and support in place.</p> <p>Red Rose Maths scheme implemented across year groups.</p>	<p>KS2 maths – 7/7 children achieved working at expected standard in Y6 SATs.</p> <p>Key facts for each year group are identified and maths booklets displayed in class and provided to children.</p> <p>Red Rose Maths scheme now being implemented in Year 4. Good progress seen in children who began the scheme in Year 1. 4/4 PP children achieved Y2S by the end of Year 2.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To provide opportunities for children to access a range of experiences.</p>	<p>Staff will have a good understanding of ways in which children can be vulnerable online and complete CPD to teach online safety effectively.</p> <p>Children with have a range of experiences within school and outside of school, through trips, online experiences and visitors.</p>	<p>National Online Safety training has been completed by staff across the school. Staff certificates can be viewed online and a training record is kept by the Computing lead.</p>
<p>To achieve and sustain improved attendance for all pupils,</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p>	<p>Whole school attendance – increased by 0.25% to 93.45%.</p>

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • The percentage amount of PP children with absence below 96% is reduced from 40% to 30% of the total absences. • whole school attendance to be 95+% 	
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Activity in this academic year

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

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for Teachers and TAs</p> <p>Enrollments for CPD courses and time allocated for staff training.</p> <p>EYFS Step into Quality Award to support gross motor skills and daily access to the outdoors.</p> <p>2xTAs on comic strip social story training.</p> <p>RE coordinator completed Questful RE update training.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>EEF's 'Effective Professional Development'</p>	1,2,3,4,5
<p>National Online Safety Subscription</p> <p>Online Safety Lead attended training at annual conference.</p> <p>National Online Safety Subscription continued</p> <p>Knowsley online safety service subscribed to</p>	<p>Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>This subscription provides training opportunities and resources for staff to use.</p> <p>Knowsley online safety service used to support staff, governor and parent</p>	5

	training as well as delivering monthly newsletters to parents.	
Purchase of reading comprehension tests. NFER reading	Target teaching and support by assessing gaps in comprehension. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Assessing and Monitoring Pupil Progress	2
Embedding Welcomm activities across the EYFS curriculum. These can support pupils with vocabulary development, consolidate new learning and extend vocabulary. Welcomm support groups in place across EYFS Welcomm continued	There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading: EEF Oral Language Interventions	1
Purchase of Essential Letters and Sounds (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Purchase of reading books to match the phonics scheme and link directly to children's phonics knowledge. Resources for lessons and interventions purchased.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Phonics Systematic synthetic phonics is key to teaching children to read and write. It provides them with strategies to decode words and learn the many different ways to make the same sounds with different letters or combinations of letters.	3
Enhancement of our maths teaching and curriculum planning	Red Rose Maths focuses on the idea that all pupils can achieve depth in their learning which can be accomplished by using key principles including:	2,4

<p>Purchase of Maths Mastery (Red Rose) for Years 1, 2 and 3</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p> <p>Resources purchased to allow effective teaching and learning</p> <p>Continued</p>	<ul style="list-style-type: none"> - representation and structure - coherence - mathematical thinking - variation - fluency <p>Aims to provides teachers with comprehensive planning materials for each lesson including teaching resources, detailed planning guidance and children’s task sheets, including deeper learning tasks to challenge more able mathematicians.</p>	
<p>PE teacher to teach each year group PE lessons (2.5 days a week) and run 2 after-school clubs a week.</p> <p>Continued</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>EEF Physical Activity</p>	2,5
<p>Employment of an additional level 3 TA to support the needs of PP children in the current Nursery class.</p> <p>Contract expired.</p> <p>Employment of an additional level 2 TA to support the needs of PP children in the current Years 1 and 2 classes.</p> <p>TA now employed part time in Reception class.</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on</p>	1,2,3,4,

	helping pupils develop ownership of tasks.	
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA in each class to provide interventions and support</p> <p>Continued</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Interventions can be an incredibly beneficial aspect of school life. Using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area. They can also see the demonstrable impact of their practice, and share it with the child and their parents or carers.</p> <p>Effective Interventions in Education</p>	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Online training provided for staff</p>	<p>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:</p> <p>EEF Phonics</p>	3
<p>Welcomm interventions across EYFS</p> <p>Continued</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>EEF</p>	1
<p>Toe by toe, First Class at Maths. Plus One at Maths and other schemes required to help develop learning</p> <p>Continued</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly</p>	2, 3, 4

	specified approach which teaching assistants have been trained to deliver. EEF	
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Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Online Safety teaching and learning with the aim of developing our school ethos and ensuring safe behavior online.</p> <p>National Online Safety subscription to support staff with lesson planning and provide training.</p> <p>Training is now in-house with a focus on embedding the knowledge gained from the subscription.</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom.</p> <p>It is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions.</p> <p>EEF</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Training and release time for staff to develop and implement new procedures.</p> <p>Employment of Business Support Officer to support Head teacher in monitoring attendance and ensuring all children attend school regularly.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Free snack</p> <p>Free breakfast club</p> <p>Continued</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p>	1,2,3,4,5,6

	We want children to have their basic needs met in order for them to learn effectively.	
PE kits provided to all Continued	School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. EEF As a school we feel all children having access to the same PE kit will enable them to take part in lessons without the barrier of inappropriate clothing that has recently been seen.	2, 5
Subsidised trips and visits Continued	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. EEF	5, 6
Picture News – weekly assembly and sessions reporting on current affairs directly linked to British Values Continued	Picture News exposes children to a range of current issues including political, religious, cultural, environmental, social, moral, and spiritual. It makes British Values relevant and meaningful and develop links between personal, school and community values. Children are able to demonstrate respect and tolerance explaining how they should behave or what they should say.	5

Total budgeted cost: Reviewed termly

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, although many did attend school during this time. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and PurpleMash. Therefore, some children did not make expected progress and are still receiving support and intervention in key areas.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Attendance remains an issue for us as a school as we aim for 95%. Many absences were linked to the pandemic, although not all, and so our target continues.

Children who were in the school Nursery were provided with high quality speech and language interventions throughout the year. However, due to attendance and isolations these were not as effective as expected. They will continue in order for children moving through the EYFS to experience structured intervention groups and make good progress. 19 children who attended our Nursery moved through to the Reception class. This has allowed staff to ensure pre-school work was completed with children and develop their school readiness. There was a high focus on parental engagement, with stay and play sessions, intake meetings and reading information sessions taking place to support the children's transition into school.

Children did not get to experience a range of opportunities during the pandemic and we feel that this has impacted their vocabulary, understanding and cultural capital. Some year groups were able to experience visitors into school, such as STEM Lego, but there were not as many opportunities as we expected. Our previous target to enhance opportunities through trips, visits and visitors will continue as we want children to experience as much of the world around them as possible.

2022-2023

Attendance rose from 93.2% to 93.54%. This target will continue as we aim to reach our target.

We have found that children entering the EYFS are often below expected levels in many areas. This is feeding into the structure of the EYFS as we are having to spend a lot of time developing basic skills in order for children to be ready to learn. We are working with parents who are familiar with the school but it is difficult to target new families with interventions.

Many parents in our school are needing additional support with their child's learning, emotional wellbeing and behaviour. We are providing support through Compass Bloom and Twinkle House to help with this, while encouraging parenting courses if needed. Staff are reporting that parents may need support to know how to read with their child or work on weekly spellings. Staff will spend time with parents to help develop their own skills in order to help their child – through information sheets, meetings, Power-Points and activities on the website.

Our assessments and observations indicated that there is an increase in the number of PP children achieving expected standard in Reading, Writing and Maths by the end of Year 6. We aim to continue with the high standard of teaching and interventions in order to ensure all children have access to the curriculum and achieve.

Children who were in the school Nursery continue to be provided with high quality speech and language interventions throughout the year. However, children are still entering the setting with poor communication skills and are requiring increased support to achieve. They will continue in order for children moving through the EYFS to experience structured intervention groups and make good progress. 23 children who attended our Nursery moved through to the Reception class. This has allowed staff to ensure pre-school work was completed with children and develop their school readiness.

Last year we were able to provide children with a range of experiences, including guest speakers, visitors, days out, trips to the Apple Store and local university and the residential trip. We feel this has had a positive effect on the children but we are now looking into developing opportunities that develop children's ambition. We want our children to see a range of opportunities that they could experience in live and to have high expectations and dreams for themselves.

Externally provided programmes

Programme	Provider
Purple Mash	Purple Mash

Maths Whizz	Maths Whizz
Phonics Play	Phonics Play
Spag.com	Spag.com
Confident Me	Confident Me
Picture News	Picture News

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Children were supported by staff during periods of transition, both at home and at school. Many of the children required support in the beginning of the year to settle into the new class. Sessions with professionals were organised if required.</p> <p>Transition books were created and time spent with children to discuss their feelings when required. We identified gaps in service children's education which we addressed with targeted support. Visuals have also been created to support children during the day.</p> <p>Staff have been provided with time to create social stories.</p> <p>Children who have been identified as have SEN have been provided with support and resources linked to this.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in areas where extra support classes were provided.</p> <p>Children are engaging in the school day well and many take part in extra-curricular activities.</p>

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.
- 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.
- Ensuring the wellbeing of staff through half termly supervision sessions and support through Compass.

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 have formed a focus group with Pupil Premium Leads from schools nearby and aim to work together to develop our strategies and implement them effectively.

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 guidance to help us develop our strategy and work out which activities and approaches are likely to work in our school. Monitoring takes place through provision maps and progress meetings with teachers and this will continue.

We will evaluate the strategy each year for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.