Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Goldington Academy
Number of pupils in school	893
Proportion (%) of pupil premium eligible pupils	24.64 (220 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Francis Galbraith, Principal
Pupil premium lead	Victoria Andrews
Governor / Trustee lead	Heather Cunliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,300
Recovery premium funding allocation this academic year	£51,888
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£229,188

Part A: Pupil premium strategy plan

Statement of intent

At Goldington Academy, our intention is that all pupils in all years, regardless of their background or the particular challenges they face, make good progress and achieve highly across the curriculum. Fundamentally, we want ALL of our pupils to leave our school, at the end of Year 11, with a strong foundation for a productive life post-16, having attained well and enjoyed an enriched experience.

Our Pupil Premium Strategy is focused on supporting disadvantaged pupils to achieve these goals. We will also take account of the challenges faced by our more vulnerable pupils, irrespective of whether they are disadvantaged or not (e.g. those pupils with a social worker and young carers). Our strategy is intended to support the needs of these pupils too.

Our approach is centered on the concept of 'first – quality teaching'. Within this, we will focus on the areas in which our disadvantaged pupils need the most support and will therefore gain the most from. High-quality teaching is proven to have the greatest impact on closing the gaps between the disadvantaged and the non-disadvantaged. High quality teaching will also benefit ALL pupils in our school community. In essence, our strategy is about working towards positive attainment outcomes for all of our pupils.

Targeted academic support remains an integral part of our strategy, but never more so than in the wake of the impact of the pandemic. Our disadvantaged and non-disadvantaged pupils will benefit from more targeted academic support, for example through our organization of school-led small group tutoring, in addition to our in-house interventions in key curriculum areas.

Our approach will respond to common challenges and the needs of individuals, and will be linked to sound diagnostic assessment. We will not make assumptions about the impact of disadvantage. The various approaches we have adopted (related to *'Teaching'*, *'Targeted academic support'* and *'Wider strategies'* such as attendance) work in combination to help pupils succeed. To evaluate the effectiveness of our approaches and actions we will:

*adopt a whole-school approach in which our disadvantaged pupils are at the forefront of our planning and delivery

*intervene at the point when a need is identified

*work to ensure that all staff take responsibility for the outcomes of disadvantaged pupils, thereby raising expectations of what these pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Outcomes** Analysis of end of year data reveals that there is an attainment gap between boys and girls in general at Goldington, meaning that boys do not perform as well in relation to their targets as girls. Further, our disadvantaged pupils do not perform as well in relation to their targets as their non-disadvantaged peers. Finally, in both key stages three and four, our disadvantaged boys (especially pupils who are both disadvantaged and registered as having a SEN) do not perform as well in relation to their targets as our disadvantaged girls. These gaps are generally indicated across the curriculum. Last year's data (GCSE 2022 results) indicated that HPA sometimes did not make as much progress as their peers (this includes some of our HPA disadvantaged pupils).
2	**Attendance** Attendance data over the last four years shows that absence rates and persistent absence rates (PA) among our disadvantaged pupils (as defined by FSM status) have been above target, although these rates are below the national average for secondary schools:

	2018-19	2019-2020	2020-2021	2021-2021 (statistics from FFT Analytics)
GA FSM absence rate	6.4%	7.2%	8.3%	10%
National FSM absence rate	9.2%	9.2%	9.2%	15.1%
GA FSM PA rate	20%	19%	23.8%	22%
National FSM PA rate	22.8%	23.4%	23.4%	35%

		n.b. the GA 2020-1 figure for PA was impacted by the expectation that those with an EHCP (therefore defined as vulnerable pupils) should be in school whilst schools were closed to most pupils during the pandemic. Medical and shielding issues meant that not all of these pupils were in school, but had to be coded as absent. Evidence shows that absences impact directly on attainment, meaning that trialling strategies to raise attainment and improve attendance rates will complement each other.
3	**Digital divide** Parental surveys, discussions with pupils and staff observations have identified inadequate access to ICT for some pupils – meaning that regularly accessing routine home works as well as remote learning (should the need arise) can be difficult. This challenge will continue to be addressed across each academic year.	
4	**Parental engagement** Evidence suggests (e.g. from a whole-school parental survey in 2021, from informal contacts between home and school and from an analysis of parents' evening attendance data) that parental engagement with the communications between school and home and parental engagement in the work of the school could be further improved. This is ultimately aimed at improving attainment.	
5	**Independent learning** Evidence suggests (e.g. from Pupil Voice across a range of subjects and in consultation with curriculum leaders and teaching staff) that a number of pupils do not know how to prepare in the most effective way for final GCSE examinations.	

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
Improved attainment among all disadvantaged pupils across the curriculum and across both key stages, (with a particular focus on boys).	By the end of the current plan in 2024/5, key stage four outcomes will demonstrate that our disadvantaged pupils achieve an average (minimum) Attainment 8 score (based on FFT50) of: | **2022**	**2023**	**2024** | |---|---|---|
4.4 (achieved	3.9	3.9	

	in Summer 2022: 5.0)		
	By the end of the current plan in 2024/5, key stage three data will demonstrate that across time, the attainment gap between disadvantaged pupils and their non-disadvantaged peers will have reduced. By the end of the current plan in 2024/5, HPA will make progress (at least) in line with their peers.		
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	High attendance from 2024/5, as shown by: *the overall absence rate for disadvantaged pupils being no more than 5.5%. This figure is aspirational in the sense that it is lower than the national figure for ALL pupils in secondary schools and it would mark an improvement in our school figures for this group of pupils. Nevertheless, we recognise that there would still be a gap between our disadvantaged and non-disadvantaged pupils at this point. The aim would be to then reduce this gap further over the course of the next plan. *the overall PA rate for our disadvantaged pupils being no more than 10%. We recognise that this is a challenging target in the context of on-going guidelines about isolating in relation to Covid-19.		
The eradication of the digital divide within the school community (and in addition through this, to overcome potential gaps in access to ICT for parents at online events).	*All pupils will have access to the ICT they need in order to succeed in their studies. *Examples of ICT need are rare, and are addressed in a timely manner.		
Improved parental engagement with the communications between school and home and improved parental engagement in the work of the school, directed at improving attainment.	*Qualitative data such as that from parent surveys, form tutors and subject teachers will demonstrate that all parents feel well-informed about school routines and key events. *For our disadvantaged families, parental engagement in events such as parents' evenings will be in line with whole-school attendance.		

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)

Budgeted cost: £114 594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments for new Year 7 cohort (CATs, English diagnostic reading tests).	Nationally standardised tests can provide reliable insights into the relative strengths and weaknesses of individuals, to help schools in directing additional support, where necessary, through teaching and interventions. https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf	1, 2
Continue our whole-school Teaching and Learning focus on *embedding knowledge* and *effective teachers developing effective learners*. Our whole-school CPD programme is linked to research and strategies around selected aspects of effective teachers developing effective learners. Purchase of school-wide subscription to the National College.	'Embedding knowledge' will ensure all pupils meet the challenging demands the curriculum places on them. 'Knowledge' is more than facts and information – it also includes the key skills and concepts that we need pupils to learn and understand in order to attain highly. We will consider the importance of long-term memory and ensure that it is developed in order to be able to embed knowledge and retrieve that knowledge easily when it is required. To support the 'embedding of knowledge', we will continue to focus on Barak Rosenshine's Principles of Instruction in our teaching. We will also consider the cognitive science that develops the learning abilities of our pupils. https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf https://www.innerdrive.co.uk/resources/ https://teacherhead.com/author/teacherhead/	1, 2,5

	https://lovetoteach87.com/2020/09/09/a-collection-of-retrieval-practice-research-and-resources/	
Use in-house delivery of ECF to support ECTs and refresh knowledge and skills of linked mentors.	https://uk.sagepub.com/en-gb/eur/the-early-career-framework-handbook/book270769#contents	
Developing metacognitive and self-regulation skills in pupils.

This will involve ongoing teacher training and whole-school CPD time.

This further extends our whole-school focus on *embedding knowledge* and *effective teachers developing effective learners*. | Teaching metacognitive skills to pupils can be a good way of encouraging them to become independent learners.

According to the EEF, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage these pupils (and ALL pupils) to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and as a routine, enabling them to manage their own learning and overcome challenges themselves in the future. Metacognition and self-regulation strategies are shown to be most effective when embedded in a school's curriculum and subject lessons. Evidence suggests that the effectiveness of metacognition and self-regulation strategies is influenced by teachers' understanding of how to develop pupils' metacognitive knowledge.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition | 1, 2, 5 |
| Improving literacy for those who are diagnosed as in need of additional support by training | The EEF's *Improving Literacy in Secondary Schools* document suggests that, 'Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively,' and that, 'Schools should | 1, 2, 3 |

some members of the English Department in The Reading Fluency Project. To be embedded in Year 7 cohorts.	expect and proactively plan to support pupils with the weakest levels of literacy, particularly in Year 7.' In terms of the impact/outcomes expected, according to Herts for Learning, pupils involved in the ks3 project made an average of 18 months progress in reading comprehension age over the 8-week project. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks3-reading-fluency-project	
Improving literacy across the school (and raising the profile of reading) through further embedding our *The Whole School Read* strategy with ks3 form classes.	Research shows that a particular focus on reading comprehension, vocabulary and other literacy skills are closely linked with attainment in English and maths: https://www.oup.com.cn/test/word-gap.pdf The Whole School Read will support pupils in the development of language and the acquisition of a richer vocabulary.	1, 2
Enhancement of teaching and learning strategies used in the Maths Department through the use of White Rose Maths mastery techniques. This approach will continue to be embedded (this is the final year of the 'embedding' stage) so that the techniques are used across all year groups. All maths teachers will be	'Mastery learning' aims to support all pupils to achieve deep understanding and competence in the relevant topic. Mastery learning approaches have consistently positive impacts, and effects are higher … in mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=master Mastery learning approaches aim to ensure that all pupils have mastered key concepts before	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
trained in the approach.	moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. These approaches could benefit disadvantaged pupils the most. https://whiterosemaths.com/	
Raise attainment in English and maths by adding in an extra class in each year, as staffing and accommodation allow.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with disadvantaged pupils. When a change in teaching approach accompanies a significant class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. Reduced class sizes give more time for quality interaction between pupils and teachers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57 297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buying in tutoring for Year 11 from Tutor Doctor, to provide	Tuition targeted at specific needs and knowledge and skills gaps can be an effective way of supporting those who need it most:	1, 2

online tutoring for those pupils who need support in terms of achieving their GCSE target grades in English, maths and science (target disadvantaged and HPA disadvantaged pupils directly). The programme will be extended to individuals in other years in the spring and/or summer term 2023 on the basis of diagnosed need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Support pupils (in all years) with (weekly) structured interventions organised by the English, maths and learning support departments. 2022-2023 Support Yr 11 pupils working towards final GCSE	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf Small-group interventions in each year group are directed at those who are not on track to meet their targets, those who need additional support in terms of boosting attainment to the next level, those who need support with very specific aspects of their learning such as spelling, and those who work on interventions such as Lexia and guided reading.	1, 2, 5

Science exams with small-group form time interventions. *(the above are all in addition to the annual set of revision classes directed at Year 11 and run by individual subject areas).*	Interventions take place outside timetabled lessons (usually in form tine slots), to support and complement the curriculum being delivered.	
Continue to invest in providing highly effective LSAs through the MITA training programme.	LSAs are a vital resource in terms of supporting individuals within the classroom setting (and in weekly interventions as applicable). Nevertheless, the EEF has found that generally, LSAs have not always been used in the most effective ways, in terms of pupil outcomes: TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net) The MITA training programme (now in its second year at Goldington) aims to maximise the impact of LSAs by focusing on avoiding 'learned helplessness' on the part of pupils. Maximising the Impact of Teaching Assistants | MITA (maximisingtas.co.uk)	
Train a member of the LS Department in the 'Talking Success' strategy – which will then be rolled out to other members of	This aims to engender effective communication between teachers and students and consider SLCN in the classroom in the first instance. Talking Success: A training course for staff (Schools in Bedford Borough Council) - Children's Speech and Language Therapy for Luton and Bedford (childspeechbedfordshire.nhs.uk)	

the department.		

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

Budgeted cost: £57 297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's document.

A variety of strategies will be trialled with the aim of improving attendance for all pupils, which may be particularly beneficial for some of our disadvantaged pupils (e.g. giving form tutors release time on a rolling programme to meet with tutees of concern, reviewing our monitoring practices for those who are at risk of falling below the various attendance thresholds etc.) | Working together to improve school attendance - GOV.UK (www.gov.uk)

The EEF report comments on strategies to improve attendance through the use of personalised communications:

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf

Various other pieces of research have shown the benefits of personalising communications about attendance:

https://twitter.com/marcrowland73/status/1467983021567586305?s=21 | 2, 1 |
| Encourage uptake of 'Breakfast at School' to enable a punctual and | Children are more likely to learn when they have had a healthy breakfast. Breakfast clubs can have a positive effect on home-school relationships. This may also support our work to improve attendance: | 2, 1, 4 |

strong start to the school day.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	
Monitor Guidance (careers) interviews of HPA – and buy in additional careers interviews for disadvantaged pupils in Year 9.	Careers advisor to feed back after interviews of HPA disadvantaged students, to early identify those whose aspirations are not in line with their potential, or whose progress is not on track to meet their aspirations. HPA disadvantaged students to be assigned a staff member (form tutor) to explicitly encourage and support them to take advantage of enrichment/extra-curricular opportunities.	1
Organisation of small-scale weekly Art project to support well-being and creativity of targeted pupils in Years 7-9.	Social and emotional learning approaches (SEL) have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Monitor the digital divide in school on an ongoing basis and act to overcome it when an identified need arises.	Full participation in the curriculum, in terms of being able to access and complete homework tasks and revision activities, requires internet access and a laptop. The ability to engage in learning when required to stay at home as a result of the current rules	1, 3, 4, 5

	around isolating with Covid-19 requires internet access and a laptop. Engagement in online parents' evenings may be positively impacted for parents who do not have separate access to a desktop or laptop.	
Embedding some of the principles of good practice contained in reports about improving parental engagement. A variety of strategies will be trialled, including the revised use of Parentmail; direct contact between school and home via postcards, form tutor contact with families in advance of Parents' evenings etc..	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf Goodall's report contains a wide range of strategies that were trialled as part of a pilot study into how to improve parental engagement in order to raise attainment: http://oga4schoolgovernors.org.uk/wp-content/uploads/2017/11/Report-on-the-Pilot-of-a-Toolkit-for-Parental-Engagement-final_.pdf McFarlane's new book is based on experience and evidence in terms of how to secure good outcomes for disadvantaged pupils. Contained therein are many tried and tested ideas about how to improve parental engagement: **Obstetrics for Schools - A guide to eliminating failure and ensuring the safe delivery of all learners** By: **Rachel Macfarlane** (ISBN **: 9781785835407**)	1, 2, 3, 4
Support pupils in terms of participation in a wide range of enrichment activities.	Participation in enrichment activities is an educational right for all, and ultimately nurtures an individual's sense of belonging and well-being, which feed into positive academic outcomes and help to develop cultural capital. Arts participation | EEF (educationendowmentfoundation.org.uk)	1, 2

Total budgeted cost: £229,188

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.

In terms of our intended outcomes, we are making progress. Therefore, most of our activity will continue into year 2 of the strategy, whilst some amendments have been made.

GCSE results in Summer 2022 saw our disadvantaged pupils performing very well in comparison with the previous cohort (**2021:** A8 3.8 (46% grade 4+ in English and maths and 23% grade 5+ in English and maths) **2022:** A8 5.0 (68% grade 4+ in English and maths and 54% grade 5+ in English and maths)). National comparisons also show that our disadvantaged Year 11 pupils attained well (Average P8 for disadvantaged pupils at Goldington = +0.7, national average P8 for all pupils 0. Average A8 for disadvantaged pupils at Goldington = 50.0, national average A8 for all pupils = 48.7). Closing the gap at ks3 remains a challenge to focus on, with continued variation across subjects.

Despite the fact that our key statistics in relation to attendance are stronger than the national picture in all areas, we recognise the crucial link between attendance and positive attainment outcomes. Therefore, working to improve attendance will remain a key part of our strategy.

Our actions in order to eradicate the digital divide continue to enable pupils in all cohorts to have access to what they need in order to succeed at Goldington. These actions will need to continue each year, as circumstances change and new pupils join our school community.

Actions aimed at improving parental engagement with the work of the school have had some impact – e.g. attendance at parents' evenings has increased in comparison with previous years as a result of greater and more targeted communication between form tutors and parents. We will continue to trial ways in which parental engagement can be maximised, in order to further support pupils in terms of educational attainment.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Underlying principles and additional activity

Our pupil premium strategy is underpinned by a sharp whole-school focus on the needs of our disadvantaged and vulnerable pupils, which has become a core part of our work. We recognise that addressing disadvantage is an on-going process and not an event. These pupils remain at the centre of our planning and interventions in terms of teaching and learning, and as individuals their needs are discussed separately in a variety of places across the school – for example, after data collection points, in subject department meetings, in CPD events, in terms of levelling up. Our general emphasis on supporting and monitoring quality first teaching means that the needs of our disadvantaged pupils are catered for as a routine part of our work as a school, in addition to the other strategies and interventions that form a part of this strategy statement.

As a school, from September 2022 we have a renewed focus on helping pupils to become more effective learners, guided by effective teachers (in pursuit of which we are working on selected aspects of good practice as a whole staff). The role of cognitive science in the classroom is key here (the EEF Evidence Review points to the fact that this is an important area of research, where the impact still needs to be properly measured, but the findings so far seem promising). This focus will further support us in our work to achieve the best outcomes for ALL of our pupils, with our disadvantaged pupils standing to benefit the most.

[Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net)

There is much overlap between the different aims and strategies within this strategy statement – that is a strength, as different aspects of our work will complement each other in our drive to secure positive outcomes for our pupils. By way of example, strategies we will trial directly to raise attainment could support us in our work to improve attendance. Linked to this is the fact that the raft of extra-curricular provision and enrichment activities at Goldington will support us further to increase the engagement with school of our pupils, which may also help to improve attendance and therefore ultimately raise attainment.

Our aims in terms of 'levelling-up' are very important to us, and we firmly believe that supporting disadvantaged pupils in terms of enabling them to participate in enrichment and extra-curricular activities will support our aim in relation to raising attainment. To this end, we actively promote and financially support (where this support is needed) the inclusion of our disadvantaged pupils in activities such as the Duke of Edinburgh Award scheme, extra-curricular visits to castles, museums and outdoor activities, to name but a few. Our policy is that participation in other learning and social activities should not be based on a family's ability to pay. Moreover, we are committed to the fact

that an important part of a school's work is to enable pupils to accumulate the cultural capital they need in order to play a full part in their lives beyond school.

Planning, implementation and evaluation

In planning our pupil premium strategy we took account of evidence from a variety of places, including (but not limited to) external and internal data, senior team discussions, meetings with a range of post-holders within the school community, a parental survey and conversations with pupils themselves. We looked at a number of reports and studies about the effective use of the pupil premium, the effect of disadvantage on outcomes in education and how to address the challenges to learning which can be caused by disadvantage.

Our three-year strategy will be evaluated each year, with the plan being adjusted over time in terms of what is most likely to secure the best outcomes for our pupils.