

Pupil premium strategy statement – Rivington Foundation Primary School

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

School overview

Detail	Data
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	12%
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	November 2024
Statement authorised by	Sarah Annette, Headteacher
Pupil premium lead	Sarah Annette headteacher
Governor / Trustee lead	Nicola King, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium is £16,900 (£13,850 Ever 6, £640 Service Children and £2,410 Post LAC)
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£18,900

Part A: Pupil premium strategy plan

Statement of intent

At Rivington Foundation Primary, we have a child- centred approach that is underpinned by our vision and values. We aim to ensure all pupils leave Rivington Foundation Primary School with the knowledge and skills that will enable them to carry on with their learning, to become successful in life and to make a purposeful contribution to society; walking in the shoes of others and understanding – not just their own needs – but the needs of others. This is our aim for all children.

What we want for all our pupils – no matter what their starting points or backgrounds:

- To access consistently high quality learning opportunities
- To be able to read fluently with good comprehension skills so that they can access learning across and beyond the National Curriculum.
- To have developed self-confidence and to have their own voice; speaking up for what they believe in and having their views listened to.
- To leave our school having a necessary skills and knowledge to support them as they move to secondary school; understanding the value of education.
- To have achieved the expected standards in English and Maths so that they can build on their learning and be fully literate.
- Our Pupil Premium Strategy is built on research evidence and aims to ensure good relationships between pupils, school and parents so that we are all working together towards the same goals – the goals that our Rivington Pupil Premium Strategy identifies (see below) and the our biggest priority – to ensure all children are readers.

It is our firm belief that by ensuring we have a rich and well-resourced phonics / reading programme we will enable our youngest pupils to become good readers who draw primarily on their phonic knowledge. Once a pupil is a fluent reader this will allow pupils to access independently the school's rich curriculum.

Our curriculum is designed to support all learners to 'know more and remember more', it is subject based and we support all teachers to have good subject knowledge so that they can inspire and motivate our pupils to have a love of learning.

Through our Pupil Premium Strategy we also involve the parents of our pupils, providing them with information and skills to support their children at home. We have used current research related to the impact of being able to meet age related expectations in reading and how this influences a pupil's life chances and success in later life.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Well-Being / Healthy Lifestyles - Pupils may face a range of barriers to their wider development at school; for example they may not be aware of the importance of:</p> <ul style="list-style-type: none"> • personal well-being • good mental health • dealing with anxiety • building resilience • having a positive view of themselves as a learners • Understanding the importance of good attendance on achievement and well-being <p>The Link between positive self-image, good mental health and healthy lifestyles and their progress in learning.</p>
2.	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3.	<p>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.</p> <p>Parents may not have the necessary knowledge to fully support their child/children in the acquisition of phonic skills or the development of reading comprehension skills. We will support parents to create an environment at home that promotes the acquisition of key reading skills through a range of 1:1 meetings, workshops and whole school events. We will provide pupils with high quality texts and a well-planned and resourced reading programme. This will extend beyond early years / Key Stage 1 into Key Stage 2.</p>
4.	<p>Understanding the role of reading in future well-being and success</p> <p>Pupils with poor phonological awareness are less likely to be fluent readers at the end of Key Stage 1. As pupils move through the school the time given to implementing phonic interventions is reduced and teachers in Key Stage 2 may not have the relevant training to use a phonic approach / strategies to teaching reading or intervention. Poor reading comprehension skills impedes access to the school's wider curriculum offer. Poor reading comprehension is linked to poor phonic knowledge. Vocabulary acquisition is not extensive and impacts reading and writing outcomes. We will provide pupils with teachers and resources that can implement a high quality reading programme of study that focuses on excellent outcomes.</p>

5.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6.	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to early help difficulties and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 50% of our disadvantaged pupils currently require additional support with social and emotional needs, with 42% receiving small group interventions.</p>
7.	<p>Ensuring that parents and pupils understand the importance of good attendance to support lifelong learning.</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been between 1.7- 2%% lower than for non-disadvantaged pupils.</p> <p>25% of disadvantaged pupils have been 'persistently absent' compared to 17.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8.	Financial barriers mean that pupils may not have access to a wider range of activities and opportunities.

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
1. Improved Mental-Health and Well-being of disadvantaged pupils.	<p>Pupils can discuss ways in which they look after their mental health and well-being.</p> <p>Through 'pupil voice' activities / discussions they are able to articulate how this helps them in lessons and with learning.</p> <ul style="list-style-type: none"> • Learning across the curriculum (DT/Science/PSHE/PE) embeds and advocates the need for a healthy lifestyle to support good development of the body and mind. • Pupil behaviour is good and pupils are able to demonstrate / articulate how they deal with situations. • Pupils are not involved in behaviour incidents and are able to be role models of the school's vision and values.

	<ul style="list-style-type: none"> Through pupil voice, leadership/governor monitoring pupils are confident in talking about themselves as learners, what they are good at, what they can improve and what their aspirations are. Pupils have a sense that the school supports them through the curriculum we teach and the pastoral support we provide. <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
2. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly 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>3. Improved outcomes in phonics assessments and screening test for disadvantaged pupils.</p> <p>Parents are able to support pupils at home with the acquisition of key reading skills (phonics – for reading and spelling/ reading fluency and comprehension) Parents understand the importance of reading fluency in determining future achievement – not just at school now but achievement in the future.</p>	<ul style="list-style-type: none"> Parents attend workshops and events that provide the necessary information and training to support pupils at home. SENDCo provides support for parents who need additional support; Parent Surgery is attended by a range of parents how find supporting their children challenging. Parent surveys indicate that parents feel supported by the school to improve their knowledge and skills linked to home learning. Parents engage with home reading and understand the importance of regular home reading – for all pupils.
4. Improved reading attainment among disadvantaged pupils The role of	<ul style="list-style-type: none"> KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.

<p>reading in future well-being and success</p> <p>Pupils are fluent readers and have the necessary skills and knowledge to access the school's wider curriculum. Their ability to read fluently and accurately means that they 'know more and remember more'</p>	<ul style="list-style-type: none"> • Pupils have good reading comprehension skills and this is evidenced across the curriculum as well as in more formal assessments. • Subject leader monitoring evidences that pupils have good understanding in a range of subjects and pupils can access reading materials in the subjects that we teach. • Governor monitoring evidences that pupils are able to read fluently, can talk about their reading and how they are supported at home and in school to develop their reading skills.
<p>5. Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.</p>
<p>6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£8,460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4
<p>Embedding dialogic activities (NELI/CUSP/CLUSP) across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Introduce and Embed a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>English Leader release time to develop and embed high quality phonics programme and teaching materials. (1 day per week)</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Education Endowment Foundation (EEF) Guidance 'Improving Literacy at KS1' Strand 2 Effectively implement a systematic phonics programme : Training: ensure all staff have the necessary pedagogical skills and content knowledge. Improving staff subject knowledge is a key part of the school's development plan for 2022/23 Education Endowment Foundation (EEF) 'closing the attainment gap' – also identifies 'what happens in the classroom' makes the biggest difference. We are therefore investing our funding in teacher training to ensure that all children benefit from teacher subject knowledge. The Reading Framework identifies the need</p>	3

	for a systematic approach to teaching of phonics. (Section 3)	
<p>CLUSP CPD - Training in the teaching of reading with a focus on all teachers/support staff having a good understanding of how to teach phonics, comprehension and fluency</p> <p>Training in the teaching of reading strategies with a focus on comprehension to teachers in KS1 and KS2 - Provide training for English Lead in monitoring the</p> <p>Impact of the school's reading curriculum - Training in the teaching of vocabulary acquisition to all staff</p> <p>Resources - Purchase of resources to support the teaching of reading - Purchase of high quality texts to enhance the school's reading diet.</p>	Evidence suggests that being a fluent reader will improve life outcomes for all pupils. Evidence shows that the acquisition of good phonics knowledge will impact a child's ability to become a lifelong reader	3, 4
CPD: whole school training sessions / INSET using CUSP curriculum materials to improve outcomes in reading.	EEF evidence suggests that high quality teaching is the most important lever schools have to improve pupil attainment for all pupils – including disadvantaged pupils.	2, 3, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and</p>	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):	1,6

supported by professional development and training for staff.	EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)	
Release time for middle leaders to provide additional coaching / mentoring support for Early Career, recently qualified teachers and new ot school induction in order to ensure consistency in outcomes for all pupils.	Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning, they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010)	All
Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch-up through the Bedrock vocabulary intervention	Research from EEF T&L toolkit Closing the gap, Andrews, Robinson and Hutchinson	1 2 3 4

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NELI and CLUSP improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using Monster Phonics.	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:	3

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points.	Making Best Use of Teaching Assistants identifies that research on Tas delivering targeted intervention in one-to-one small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.20.3). EEF- Teaching Assistants can provide a large positive impact on learner outcomes.	2, 3, 4, 5, 6

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

Budgeted cost: **£2500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
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.	All
Support groups at lunchtimes with Learning mentor and/or health mentor – structured games / use of coach of lunchtimes	Children who are well supported at home thrive in school. Children's who's basic, physical, emotional and social	1, 6

	needs thrive in school and ensuring they are ready to learn	
Train a member of staff to track and monitor attendance and punctuality. Attendance to be shared with staff once a week to encourage ownership. Tracking to be tenacious and following up non-attendance	<p>Good attendance in school will improve children's attainment and progress.</p> <p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015).</p> <p>When a child attends school on a regular basis, they take an important step towards reaching their full potential</p>	7
Subsidised Extended services including breakfast club and curriculum club offer for disadvantaged pupils	<p>PP Children to be offered places to ensure they are at school on time and have had a healthy breakfast before starting their day. Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021). A revised strategy for wider opening of club provision and ASC provision post COVID 19 is in place to ensure provision accessibility to disadvantaged pupils.</p>	1, 6, 7

Total budgeted cost: £17,460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS:

Good/expected level of development:

Non FSM 73.3%

There were no pupils eligible in EYFS for Pupil Premium funding in 22-23

Service children:100%

In our Year 2 cohort, there was only 1 child eligible for Free School Meals. This pupil made excellent progress and achieved the greater depth standard in reading and maths and the expected standard in writing.

All FSM pupils passed the phonic screener (Year 1). There were no FSM children in Y2 who completed the phonics-screening retake. 100% of the Non FSM pupils passed the Y2 retake.

These strong results demonstrate that we have an effective phonics programme that is implemented well by skilled teachers. Our chosen SSP is well-planned and resourced phonics scheme that supports all pupils to achieve well.

All disadvantaged pupils reached the expected standard in reading; enabling them to be ready to tackle the Year 3 curriculum.

All disadvantaged pupils reached the expected standard in mathematics; enabling them to be Year 3 ready.

All pupils reached the expected standard in writing, enabling them to be Year 3 ready.

As a small school, we are able to work closely with the needs of specific children and identify the barriers to learning so that we can ensure that these pupils make good or better progress so they have an equal chance of success in future years. Following on from the Covid19 pandemic, we have implemented a new curriculum approach to reading and writing; progress of all pupils is being monitored.

Where we find gaps in learning we provide intervention or in class support to ensure individual pupils can be successful.

Pupils have been supported to improve reading skills and comprehension to enable them to be successful when transferring to secondary school.

Subject Leader time has been essential in supporting the school to choose and develop an effective phonics programme.

The school's Ofsted report [January 2020] evidences the high quality teaching and curriculum in relation to reading.

Well-Being Measures

Pupil and parent surveys provide evidence that children at school feel safe and that their social, mental and emotional needs are being met. The school works closely with parents of children with concerns related to pupil well-being (often anxiety based).

Post Covid 19 we have seen an increased number of pupils (including disadvantaged pupils) who present with needs that are linked to anxiety. The school SENDCo is experienced in these issues and the school has provided useful and supportive training to all staff necessary support and uses both safeguarding and SEND teams to signpost where additional support might be sought.

A member of staff also completed 'Senior Mental Health Leader' training to allow them to oversee and champion mental health and well-being education.

School supports pupils with additional needs by funding a wellbeing initiative called 'Healthy Heads'. Teachers taught PSHE using the SCARF materials. This provided a good framework for teaching.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations at the end of KS2. There is a narrative with the three pupils in Y6 that is identified in our school evaluation. We believe that across all other year groups our disadvantaged pupils are on track to meet our expectations. Therefore, we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Restorative Behaviour and Circles	Restorative Practice Training and Consultancy
Team Teach	Team Teach
Zones of Regulation	Wigan LA
Mental Health Champions Training	CAMHS Early Intervention

Service pupil premium funding

We currently have two children in receipt of service pupil premium – each one receiving £335 per year. These two children have been able to access high quality teaching achieved through the acquisition of a new SPP and CUSP curriculum which has helped to target and promote specific areas for progress.

The impact of that spending on service pupil premium eligible pupils

Each of the two children has continued to make good progress across the curriculum. Reading engagement has been a focus across the school and the service pupil premium eligible pupils have really benefitted from the access to higher quality reading books and the more diagnostic approach to teaching reading in school.

1. Attainment – 2022-23 Academic Year KS1				
	Pupils eligible for Pupil Premium	National	Pupils not eligible for Pupil Premium	National
% achieving expected standard or above in reading	100% Exp+ 0% GD		85.7% Exp+ 14.2% GD 21.4% WTS	
% achieving expected standard or above in writing	100% Exp+ 100% GD		71.4% Exp+ 7.1% GD 35.7% WTS	
% achieving expected standard or above in maths	100% Exp+ 0% GD		85.7% Exp+ 7.1% GD 7.1% WTS	
2. Attainment – 2022-23 Academic Year KS2				
% achieving expected standard or above in reading, writing and maths	0% Exp+ 0% GD		76.9% Exp+ 7.6% GD	
% achieving expected standard or above in reading	0% Exp+ 0% GD		92.3% Exp+ 23% GD	
% achieving expected standard or above in writing	0% Exp+ 0% GD		76.9% Exp+ 7.6% GD	
% achieving expected standard or above in maths	0% Exp+ 0% GD		76.9% Exp+ 23% GD	

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.
- 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 also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students 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 and contacted 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.