

Pupil premium strategy statement – Newfield Secondary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1057
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	R. Hollingsworth
Pupil premium lead	D. Leatherday
Governor / Trustee lead	A. Quaile

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£399,360

Part A: Pupil premium strategy plan

Statement of intent

37% of Newfield School pupils qualify for pupil premium (PP) funding which is a sizeable proportion of the whole school population. It is worth noting that the fact that one may qualify for the pupil premium is not in itself a barrier for learning. Pupils in receipt of the pupil premium are not a homogenous group that can benefit from a one size fits all intervention, but a series of individuals who require excellent teaching and personalised pastoral support – like any other student. At Newfield School we expect our pupils to make the same level of progress regardless of their background, but we appreciate we have a trend that suggests this is not always the case.

Pupils in receipt of the pupil premium on a statistical level are more vulnerable to underperformance in standardised tests, exclusions, poor attendance while in school and less favourable life chances once they leave school. At Newfield School we have a track record of securing outstanding outcomes for our disadvantaged pupils very much against the national picture but not in line with local pictures, or our expectations.

Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that we focus all our resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.

By being clear about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented; Newfield School is in the best position to deploy limited resources effectively.

Our key principles and aims for spending the pupil premium therefore draw from research evidence that is shown to support disadvantaged pupils to achieve to the highest levels. Effective strategies are outlined by the Education Endowment Foundation (EEF) and are published here: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Principles

- Every pupil should be curious and have a thirst for knowledge; every staff member should nurture this desire for academic discovery regardless of background.
- We value our community and accept our responsibility to ensure that all pupils have a sense of belonging in our school. Our focus on attendance reflects this.
- All pupils should succeed through commitment and relentless ambition
- We all accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- Improving the attainment of disadvantaged pupils is a whole school target.

Aims

The allocated funding will:

- Raise the attainment and progress of our disadvantaged pupils by providing learning resources, specialist staffing, high quality intervention and excellent first-time teaching.
- Improve the behaviour and attitude of pupils so that they value our community and demonstrate a thirst for knowledge.
- Improve the attendance of pupils so that they benefit from our world class teaching.
- Ensure a parity of opportunity within school compared to their more affluent peers.
- Ensure that our pupils continue to outperform their more advantaged peers nationally.

Challenges

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

Challenge number	Detail of challenge
1	Pupils make less progress than other pupils in their cohort and pupils nationally. PP pupils are -0.59 with their progress 8 scores compared to -0.18 for average total progress 8.
2	A significant number of disadvantaged pupils have lower reading ages than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
3	The levels of deprivation within parts of the catchment provide challenges and limits some opportunities open to pupils (e.g. high crime rate, housing quality, transport costs). 28% of the cohort are from Gleadless Valley- identified as a priority area, where the reading age is 9 on average.
4	Attendance rates of PP pupils are below their non-pupil premium (non-PP) peers. A gap further widened as a result of COVID-19. Data shows that PP pupil attendance for 2023-2024 was 86.3% compared to 94.09% for non-PP. This is shifting, and we are having success- but remains a school focus.
5	Some PP families are hard to reach and have a lack of trust in educational and institutional establishments, resulting in a distrust and lack of support for Newfield School. This impacts negatively on pupil outcomes.
6	The number of suspensions of PP pupils is higher compared to non-PP students.

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
The gap between PP pupils and the national average for non-PP pupils is reduced through high quality teaching and learning and interventions where required	The Progress 8 achievement gap between PP pupils and non-PP pupils is closing and moving towards the national average for non-pupil premium pupils.
PP pupils are supported in their career plan and with their mental health to ensure that aspirations are raised, and self-esteem is high.	<ul style="list-style-type: none">- Destination data shows all pupils are on appropriate progression pathways.- Ambitious curriculum is in place that enables all to access the full range of opportunities post 16.- FTE suspension data is reduced and in line with non-pupil premium peers. <p>A robust personal development curriculum is in place that is accessed by all pupil premium</p>

	<p>pupils. This will be evidenced through quality assurance activities, book scrutiny and student voice data.</p>
PP pupils are as curious, socially mobile as non-PP pupils and acquire the cultural capital required to succeed in life.	<ul style="list-style-type: none"> - Destination data shows all pupils access appropriate post-16 courses and therefore demonstrates that all pupils have access to appropriate careers guidance and curriculum and personal development opportunities. <p>Participation rates in trips and extracurricular show pupil premium attendance is in line with all pupils.</p>
Attendance for PP pupils improves, and the gap reduces with non-PP pupils. There are fewer exclusions for PP pupils.	<p>Attendance rates for PP pupils are increasing year on year and are broadly in line with all pupils.</p> <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> - the overall attendance for all pupils being in-line with, or greater than, the national average for attendance and the attendance gap between PP and non-PP pupils will be significantly reduced so there is little difference between the average attendance - The percentage of pupils who are persistently absent is reduced to below the national average for persistent absenteeism and the figure among PP pupils is reduced so that there is little difference from non-PP pupils
Improved reading decoding and intervention comprehension among disadvantaged pupils across Key Stage 3 and year 10. To include improved reading ages for targeted cohorts.	<ul style="list-style-type: none"> - Reading comprehension tests, and particularly the New Group Reading Test (NGRT), will indicate improved reading ages and comprehension skills among disadvantaged pupils. - There will be a smaller disparity between disadvantaged and non-disadvantaged pupils due to the use of strategic interventions to tackle reading issues. <p>This will also be evidenced through quality assurance activities and book scrutiny.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. This will include:</p> <ul style="list-style-type: none"> - CAT4 assessment with Year 7 - PASS survey <p>NGRT for key year groups</p>	<p>Standardised assessment can provide reliable insights into specific strengths and weaknesses of each student to help ensure that the necessary support, intervention and help can be implemented throughout the academic year. This is evidence in documentation by the EEF around the use of standardised tests and assessing pupil progress.</p> <p>EEF – Assessing and monitoring pupil progress</p>	1,2, 6,
<p>In class HLTA support</p> <p>Targeted pupils receive in class support from a HLTA for pupil premium pupils.</p> <p>Bi-weekly review meetings to review pupils targeted.</p> <p>HLTA to produce a written report on academic progress of pupils and feedback to class teachers and AHT.</p> <p>HLTA to develop strong subject knowledge across core subjects.</p>	<p>Research shows that support and close tracking and individualised plans for pupil premium pupils raises academic progress and closes knowledge gaps.</p> <p>Intended impact will be that knowledge gaps reduced and pupils feel more confident in aspects of their academic work. Teachers will also work with HLTA to develop strategies for long term knowledge retention.</p> <p>EEF – Teaching and Learning Toolkit</p> <p>The EEF toolkit indicates that teaching assistant interventions can have a moderate impact (+4 months) for a moderate cost.</p>	1,2, 6,
<p>Teaching and Learning Strategies</p> <p>Pupil premium pupils are prioritised across the school.</p> <p>Quality first teaching, adaptive teaching, and ambitious curriculum.</p>	<p>Research shows that if the curriculum is ambitious and quality first teaching and adaptive teaching techniques are used PP pupils are more engaged and make better progress. Evidence suggests lessons are good, or better, where PP pupils are challenged, cognitive load is minimised and reading is prioritised.</p> <p>Intended impact will be that P8 figure improves to be in-line or above the national non-PP P8 figure. Pupils will</p>	1

<p>Teachers will understand the individual barriers and plan for these in their teaching.</p> <p>Pen Portraits updated as needed.</p> <p>Specific CPD will be provided around questioning, challenge, cognitive load and reading to prioritise key strategies that will improve the quality of teaching and learning. Newfield Principles will be key.</p> <p>Launch of bookletised curriculum.</p> <p>Assessment Cycle in place.</p> <p>Staff use a common approach to seating plans.</p>	<p>also achieve well and improve confidence as a result of effective teaching.</p> <p>EEF – Teaching and Learning Toolkit</p> <p>EEF – Guide to Pupil Premium</p>	
<p>Ensure that each department has a highly challenging and academic curriculum designed to challenge all pupils, especially those who are disadvantaged and may have gaps in existing knowledge.</p>	<p>A knowledge rich curriculum that also develops powerful knowledge and skills will result in the progress of disadvantaged students – see this article by Tom Sherrington: https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</p>	1,2,6
<p>Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this</p>	<p>Dylan Willian and Daisy Christadoulou give clear guidance and on why assessment and feedback is important and how to embed this successfully in 'What does this look like in the classroom?'</p> <p>According to Hattie, Feedback is one of the top 10 influences on student achievement. Hattie gives clear</p>	1,2,4

is planned for in lessons.	guidance on how the use of effective feedback can inform teaching practice.	
The embedding of consistent high expectations around routines and means of participation in lessons to promote the progress of disadvantaged pupils. Newfield Principles and Feedback of lessons.	<p>Tom Bennett's 'Running the Room' identifies how important it is to embed explicit routines prevent behaviour problems from arising and helps create the class culture and norms.</p> <p>This will mean that pupils can get on with learning and there is reduced disruption.</p> <p>Doug Lemov and Ben Newmark argue that pupils should be clear on their means of participating in the lesson though questioning etc. This cannot be clear unless all pupils are focused on learning, which is why routines and high expectations of behaviour are important. CDM supports this.</p>	1,2,4,5
Consistently embed oracy strategies to ensure students develop confidence in using their voices.	<p>Research suggests that building in time for oracy within lesson allows students to build confidence, improves their ability to write due to rehearsing what they will commit to paper as well as widening vocabulary due to frequency of hearing peers modelling talk. This also allows students to build confidence for later life in interviews.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2
Embed high quality disciplinary reading into lessons in order to close the reading gap cultural capital gap between advantaged and disadvantaged pupils.	<p>Research from Durrington School and EEF supports the embedding of disciplinary literacy gives guidance on potential pitfalls and issues:</p> <p>https://researchschool.org.uk/durrington/news/discriminatory-literacy-1</p> <p>To reduce the Matthew Effect, ensuring everyone can read, builds more vocabulary and become more word rich is one of the most effective things we can do to improve pupil outcomes. This is outlined by David Didau in this article: https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p> <p>Alex Quigley also shows the importance of disciplinary literacy in closing the gap in advantaged and disadvantaged outcomes here:</p> <p>https://www.theconfidentteacher.com/2018/04/literacy-is-dead-long-live-disciplinary-literacy/</p> <p>This EEF document highlights the most effective ways to embed literacy, embedding disciplinary literacy being the first point:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1,2,4,6

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

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Thinking reading as a strategy to tackle reading disfluency and ensure all PP pupils can read fluently by the time they reach KS4.	<p>Thinking Reading is an evidence-based approach which clearly identifies issues with reading. Thinking Reading use rigorous diagnostic assessment to identify specific reading issues and focus on which decoding issue pupils may struggle with, focuses in on this and practices until pupils have moved met specific targets. Thinking reading claims to make 3 months progress per 30-minute session.</p>	1, 2, 6
Specific interventions based on SEND need and support required.	<p>Interventions are based on student needs. Interventions are offered as follows:</p> <ul style="list-style-type: none"> • One page profile: Clear communication of need to all staff with supporting strategies to use in the classroom. • Meet and greet: Meet at as soon as they arrive at school and supported to get to where they need to be • Quiet Lunch and Break: Quieter space with additional staff to support with communication needs while providing a lower sensory stimulating environment • Daily check ins: Brief check in each day to see how a student is doing and if there is anything that they need by a trusted member of staff. • Homework Club: Support with completing homework • Regulation Support: In class or very brief out of class co-regulation support • In class academic support: Support with scribing, reading, initiating a task in lesson • Newfield SEND Screener: Assessment tools to help unpick and identify unknown need with signposting to support and services if needed. • Dispensation Testing: Testing for students with a history of SEND need to see whether they qualify for exam access arrangements. Testing in Y9 onwards only. • Community safety Intervention: Interventions adaptive to areas of 	1-6

	<p>concern in the community such as vaping, drugs, knife crime etc</p> <ul style="list-style-type: none"> • Readmission intervention Short intervention following a re-admission based on the reason for the suspension. • 1:1 Wellbeing: Develop healthy minds, develop coping strategies. • Self-esteem (Gym): Gym sessions with discussions around confidence and self-esteem • Handwriting and fine motor skills: Fine motor work developing to handwriting support. • Autism Awareness: Support with understanding and accepting an Autism Diagnosis • DLD Intervention: Language development intervention to support students diagnosed with DLD • Speech Sounds intervention: Support students in pronouncing words and sounds correctly to support with clarity of spoken word • Circle time: Support with communication skills. Develop social skills • Theraplay: Develop trust and relationship skills. Explicit teaching of emotional regulation skills and strategies. Support instruction following. • Academic intervention: Small group upper school intervention for core subjects or coursework-based subjects • Emotional Regulation intervention: Develop understanding of emotions, how they feel and strategies to manage emotions • Life Skills: Employability skill development. Aspiration building. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guardian Angels - Mentoring	Data shows that PP pupils perform less well than their peers. Although in school NEET percentages are good,	1,2,3

<p>All Year 11 pupil premium Pupils have an allocated 'guardian angel' to act as a mentor throughout the academic year.</p> <p>HOUS and HOY to target PP pupils and provide post-16 mentoring.</p> <p>HOY and HOUS target pupils and pair with the most appropriate guardian angel dependant on need.</p>	<p>evidence over previous years suggest that retention in post-16 places is not as strong.</p> <p>EEF toolkit indicates that individualised instruction has a moderate impact (+4 months) for a low cost.</p> <p>EEF – Teaching and Learning Toolkit</p> <p>EEF – One to one support</p>	
<p>Pastoral Support</p> <p>Ensure the wellbeing of each student through excellent pastoral care and counselling or mentors where needed.</p> <p>All PP pupils in Year 11 have had at least one independent careers advice session.</p> <p>Pupils receive 1:1 session with a member of SLT.</p> <p>PP pupils are targeted for Post-16 open evenings and events.</p>	<p>Often pupils eligible for pupil premium have a lack of aspiration and motivation. In order to combat this, individualised support with a career's advisor proves invaluable.</p> <p>Internal evidence also indicates that attendance of PP pupils/families to events such as Parents' Evenings is often lower than non-PP counterparts.</p> <p>EEF toolkit outlines that support for metacognition and self-regulation has a very high impact (+7 months) for a low cost based on extensive evidence.</p> <p>EEF – Metacognition and self-regulated learning</p>	2,3
<p>Post-16 and careers provision</p> <p>Provide PP pupils with extra individual guidance on their future choices to raise their aspirations.</p> <p>All PP pupils in Year 11 have had at least one independent careers advice session.</p> <p>PP pupils are targeted for Post-16 open evenings and events.</p> <p>Character Development sessions to raise aspirations of all.</p>	<p>Often pupils eligible for pupil premium have a lack of aspiration and motivation. In order to combat this, individualised support with a careers advisor proves invaluable.</p> <p>Sheffield Futures independent advice sessions with target PP pupils and provision personalised information and guidance has also historically proved effective in improving the courses pupils go onto at post-16 (outlined in 5-year trends of P-16 data).</p> <p>EEF – Guide to pupil premium</p>	2,3
<p>Transition</p> <p>To develop curiosity and a thirst for knowledge, pupils</p>	<p>For many pupils, transition can prove problematic and a stage of uncertainty. By putting this support in, the pupils are given the help to allow for a smooth transition and positive rewards. Student voice from carrying out a</p>	3,4

<p>are provided with a range of academic and social activities to support transition to Newfield School.</p> <p>A bespoke transition programme in place with targeted transition for pupils.</p>	<p>thorough transition programme has also suggested that pupils feel safe when they arrive in school.</p> <p>The EEF toolkit outlines that summer schools can have a moderate impact (+3 months) for a moderate cost but due to the additional funding during the 2020-21 academic year this was a pertinent intervention to put in place.</p>	
<p>Financial Support</p> <p>Financial support for pupils to ensure they can take part in the full spectrum of opportunities at Newfield School. Including transport costs, trips, music and sport.</p> <p>Key intentions will be that:</p> <p>Pupil premium pupils actively engage in our after school and extracurricular offer.</p> <p>The Arts are promoted and valued amongst pupil premium pupils.</p> <p>Pupil premium pupils will have the same opportunities as their peers and be equally represented on trips, in extra-curricular, in music lessons.</p>	<p>Many pupils in the PP category do not have the access to opportunities as they are held back due to a financial constraint. This can be seen in the attendance records for PP pupils to extracurricular activities and after school activities.</p> <p>EEF – Guide to pupil premium</p>	3
<p>Trips and Visits</p> <p>As part of trips and visits planning opportunities to further develop cultural capital should be identified for pupil premium pupils.</p> <p>Actively include PP pupils in trips and visits, particularly the international trips, to improve their access to building their cultural capital.</p> <p>Trips and visits identify who the pupil premium</p>	<p>Some PP pupils do not always have access to the same opportunities as their peers due to financial constraints and their location. This is evidenced due to looking at the numbers of PP pupils who have attended various trips and activities, as well as extra-curricular events.</p> <p>EEF – Guide to pupil premium</p>	3,4

<p>pupils on all trip lists. The aim is to improve pupil premium student numbers in the extra-curricular activities on offer.</p>		
<p>Attendance Meetings and Attendance Angels</p> <p>Pupil premium pupils below the school expectation of 95% are given high priority in attendance interviews. Pupils work with a targeted member of staff on the barriers to learning and attending. Review meetings take place and progress tracked closely.</p>	<p>Attendance is the biggest barrier to making expected progress. If this can be improved, achievement will follow. Attendance data indicates that the attendance of PP pupils is below their non-PP counterparts.</p> <p>DfE – Attendance Guidelines</p>	4
<p>All Year 7 cohort supplied with basic equipment during 2022-23 academic year.</p> <p>A budget is also in place to support PP pupils with things such as purchase of ingredients for home learning in subjects such as Hospitality and Catering and revision guides.</p>	<p>Financial challenges beyond PP pupils with our catchment. Control measures mean that equipment is needed to ensure all pupils take a full and active role in learning.</p> <p>Evidence also suggests that prioritising reading and vocabulary development is highly effective in academic development of pupils so supplying equipment and a private reading book will support with teaching and learning strategies that are in place. The EEF toolkit outlines that reading comprehension strategies can have a very high impact (+6 months) for a very low cost.</p> <p>EEF – Reading comprehension</p>	1,3
<p>Breakfast club offered for free for each PP pupil to ensure they have a good start to the day and improve school attendance/ punctuality.</p> <p>Evaluate the impact and identify ways to engage more PP pupils to attend if required.</p>	<p>The report conducted by the DfE here shows that breakfast clubs can be successful in making sure pupils do not go hungry, their punctuality improves and they are more focused on learning.</p> <p>The report identifies key things that should be considered when implementing breakfast clubs.</p>	1, 3
<p>Consideration of the impact the cost-of-living crisis has on our disadvantaged students and consider ways we can support e.g. ending period poverty, supporting with haircuts,</p>	<p>The cost of living crisis will hit our disadvantaged community the hardest and we need to be equipped to ensure we can offer support where it is required. Research and surveys here from NASWUT reveals how it is likely to impact students in our school the most.</p> <p>https://www.nasuwt.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html</p>	

<p>offering advice on paying rising energy bills and accessing foodbanks. Establish ways to support our community.</p>		
<p>Continue to build positive relationships with PP families to ensure that school is a supportive environment for all pupils and show that school cares about their children. open forums for discussion.</p>	<p>The EEF has published guidance for effective ways to work with parents here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	

Total budgeted cost: £ 399,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When looking at data from 2023/24, there is clearly a difference in the progress 8 scores of disadvantaged students of -0.59 for PP students compared to -0.18 total progress. When comparing this to the last set of results there is a concern that PP progress 8 outcomes of PP students has become worse in comparison. This suggests that PP outcomes are still a concern and a priority for Newfield.

Analysis of our context and the reasons for this gap in attainment persisting mainly sits with the COVID-19 pandemic and the disruption this has caused and continual persistent absenteeism.

Further information (optional)

Our whole school pupil premium strategy is also supplemented by other activities that are not funded specifically by pupil premium or the recovery premium. The range of activities and key foci include:

- A robust behaviour and rewards strategy that puts exceptional behaviour at the forefront of what we do. We believe teachers should be able to teach and evidence outlines that pupil premium pupils benefit greatly from teachers' being able to deliver high-quality lessons that are unaffected by low-level disruption.
- The Newfield School Diploma is built into curriculum design and our extra-curricular offer so that pupils have a wide-range of high-quality activities that are aimed to generate aspiration, promote character and boost behaviour, attendance and progress.
- As Aspirations Programme is built into our offer for Year 9 students with The Duke of Edinburgh's Award being part of this offer, alongside a bespoke careers offer and further curriculum-based activities aimed at boosting aspirations and character.
- A consistent approach to feedback across school – made up of Strand 1 feedback and Strand 2 feedback. The EEF Teaching Toolkit outlines that feedback has significant impact and benefits for all pupils, especially those that are from disadvantaged backgrounds.
- Setting an array of equalities objectives whereby one key objective focuses on engagement with all of our families, particularly those from disadvantaged backgrounds, as we believe increased parental support helps promote academic success.

Planning, implementation and evaluation

As a school with a diverse community and a high proportion of pupil premium pupils we have designed a comprehensive strategy aimed at supporting all aspects of pupils' school life. We have made use of assessment data, book scrutiny, staff and student voice and research evidence (particularly from the EEF) to develop our strategy and believe that it is right for our pupils. We are confident that this will have a positive impact on the progress and achievement of all of our pupils, especially those from a disadvantaged background.

The EEF guidance on pupil premium strategy planning and spending has been used to inform our approach, whilst implementation guidance is being, and will continue to be, used throughout the implementation of activities. Each of these will be reviewed in-line with set timescales and a robust evaluation framework is in place to ensure constant reflection on the impact that various activities are having. This will allow us to make any necessary adjustments to the three-year plan as it is implemented with the aim of securing better outcomes for all pupils.