

Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	762
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	F Stone
Pupil premium lead	L Nguyen
Governor / Trustee lead	I Doves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132975
Recovery premium funding allocation this academic year	£37260
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£170235

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is additional funding given to schools and academies to raise the attainment of disadvantaged students and diminish the difference between them and their peers. Schools and academies receive funding based on the number of students who have been eligible for free school meals at any point in the last 6 years (Ever6) or have parents in the armed forces.

As an academy, we believe that all students should make good progress and achieve well across the whole curriculum, irrespective of their background. All students should feel safe and secure in the knowledge that they will be supported academically, spiritually and pastorally to learn well, gain qualifications and develop the skills and understanding they need to be successful faith-filled citizens of the 21st century.

We want every student to be able to participate in a wide variety of academic and non-academic experiences which will enable them to confidently take their place in society as fully rounded, caring and skilled individuals with a clear sense of community and an active understanding of justice and faith on a local, national and global scale.

High quality teaching is at the heart of our approach, as this is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged students; at the same time this will also benefit our non-disadvantaged students.

We know that some students from more disadvantaged backgrounds will need additional support to achieve; this support will be based upon individual needs, routed in robust diagnostic measures, the Pupil Premium strategy is evidenced based, where possible it is based upon research from the Sutton Trust and the EEF.

Our strategy will also encompass wider school plans for education recovery, including the National Tutoring Programme.

Our key priorities are to ensure that:

- Disadvantaged students make academic progress in line with our non-disadvantaged students and in line with all students nationally
- There is a whole academy approach in which all staff take responsibility for disadvantaged students and raise expectations of what they can achieve
- There is early identification and intervention for individuals who need extra academic or pastoral support.
- We support our student's social, health and wellbeing to enable them to access learning within and beyond the classroom.

- We provide all teachers with high quality personalised CPD to ensure that all students access effective quality first teaching across the academy.
- We provide opportunities for all students to participate in enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	Consistent quality of first teaching
2	Raise level of literacy at KS3
3	Behaviour, attitudes, and personal development
4	Wider enrichment opportunities including development of cultural capital
5	Raising the performance of disadvantaged students for P8 and % English & Maths at 5+ in line with the whole school

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
Disadvantaged students make academic progress in line with our non-disadvantaged students.	Disadvantaged students to achieve Progress 8 score similar to non-disadvantaged students. Progress of disadvantaged students is in line with or above local and national levels.
Narrow the attainment and progress gap between high prior attaining disadvantaged students and their non-disadvantaged peers at KS4.	KS4 results and post-16 destinations.
Increased consistency of quality first teaching across the academy, as a result all teaching is consistently excellent.	Triangulation of evidence (student voice, work scrutinies & lesson observations) indicate that teaching across the curriculum is excellent and consistent. Where this is not the case there will be evidence of intervention, action and support leading to improvement.
Improved reading and comprehension among disadvantaged students across KS3.	Reading comprehension tests show improved skills among disadvantaged students. Close the reading age gap

	between PP and non-PP students. More disadvantaged students read for leisure. Students will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments. Evident across multiple subjects. Work scrutiny and learning walks show evidence of extended writing in line with age related expectations
Improved metacognition and self-regulatory skills among disadvantaged students across all subjects. Improved response to verbal and written feedback from teachers and improved capacity to work independently.	Observations show an improvement in disadvantaged students' ability to monitor and regulate their own learning. Improved homework grades for disadvantaged students which indicate independent learning takes place beyond the set homework.
Disadvantaged students are ambitious and have high aspirations for themselves and their futures.	PP students are fully supported in securing meaningful progression routes. Students are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (student voice and work scrutiny)
To improve and sustain positive mental health and wellbeing for all students.	Safeguarding monitoring, student views, HOY's feedback, attendance and progress.
Increased attendance rates for disadvantaged students.	Attendance is above 95% for disadvantaged students. Persistent absence is in line with non-disadvantaged peers.
Increased engagement of disadvantaged students in enrichment programme.	Participation data from enrichment programme demonstrates an increased rate of participation of PP students.
All students at the of KS4 & KS5 progress to further education, employment or apprenticeships.	0% NEET students at end of KS4. Monitoring of Careers Programme evidences participation and engagement of PP students in careers activities. Careers programme incorporates actions to address needs of PP students.
Students develop good routines and good attitudes to their learning.	Reduction in the number of behaviour points awarded to PP students. Evidence of successful implementation and impact of behaviour intervention.

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: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Literacy Coordinator to coordinate literacy provision across the curriculum. Purchase and use of Accelerated Reader Scheme to be utilised alongside the effective English KS3 curriculum. Plus literacy lesson in KS3 for private reading.	The Accelerated Reader programme has been shown to have impact - national data supports this. Research from the EEF supports a teaching approach which focuses on teaching writing as an explicit skill. Students who are able to write extended responses - with greater accuracy and structure - will be able to access higher grades at GCSE. Research suggests that, across all GCSE subjects, the average reading age for texts/questions used in exam papers is 15 years and 6 months: currently, many of our more disadvantaged students have reading ages which are below this, denying them the same level of access as their peers. We need all teaching staff to be more confident in the application of teaching strategies which are designed to raise students' reading ages. We want to encourage all students to become 'word rich' through reading and acquiring a broad vocabulary. Research shows that those students with a wider vocabulary out-perform their peers. EEF +6 months EEF - Reading Comprehension Strategies	1,2,5
Employment of HTLA to provide Maths and English one-to-one tuition and small group tuition to students in Years 7 to 11, as appropriate.	Tuition targeted at specific needs and knowledge gap is an effective method to support low attaining students or those falling behind. EEF + 4 months EEF - Small Group Tuition EEF +5 months EEF - One-to-One Tuition	1,2,5
Continue to improve the consistency of quality first teaching, by offering	We want to invest some of the PP in longer term change which will help all students. Research from the NFER shows that the	1,5

quality CPD to all teaching staff and investing in coaching and mentoring programmes for staff. Early career teachers follow a bespoke programme.	quality of teaching can make a whole year's difference. Recent evidence published in the EEF research shows that it is important to develop the subject knowledge of the teachers but also focussing on teachers' pedagogical content - knowledge of how to teach the particular subject. Sutton Trust 2011 report states that the effects of high-quality teaching are especially significant for students from disadvantaged backgrounds.	
Departments to continue to evaluate their own curriculum models and everyday teaching practices by using data check to analyse the progress of PP students against non-PP students. This must be broken down into individual classes allowing staff opportunities to readdress their lesson plan in order to evaluate and modify the strategies they use with disadvantaged students - by, for example, examining seating plans, questioning, feedback practices, etc.	We understand that quality first teaching is key in 'closing the gap' between disadvantaged students and their peers. By providing regular, dedicated time (and support) for staff to evaluate and modify their practice, school leaders will help to raise awareness and create more knowledge and confidence amongst teachers. We acknowledge that there is a realm of experience and excellence in addressing the needs of disadvantaged students and we want to ensure that this is utilised for the benefit of all. Teachers should have an awareness of the barriers to achieving potential for each student in their class, and know specific and individualised ways in which they support these students in their classroom. Research suggests that seating plans which are thoughtfully constructed, which contain reference to current data (including reading ages) and which are regularly updated as part of the assessment and monitoring cycle contribute positively to improved student performance.	1,5
Purchase of standardised, baseline assessments for Year 7 and 8 numeracy and literacy. CPD for teachers to ensure assessments are interpreted correctly.	These tests provide reliable insights into the specific strengths and weaknesses of each student to ensure they receive the correct support. They also provide evidence of the impact of interventions/teaching which can be extended/adapted as necessary. EEF - Diagnostic Assessment	2
Low stakes testing, including diagnostic assessments to be developed in all subject areas to identify and	Standardised tests can provide reliable insight into the specific strengths and weaknesses of each student to ensure they receive the correct support as a class/group, and as an individual through	1,2,5

address misconceptions and gaps in learning, and also provide retrieval practice to boost classroom learning. CPD to be provided including time to collaborate.	additional support in class or through interventions. EEF - Diagnostic Assessment	
Developing metacognitive and self-regulation in all students. This will involve ongoing teacher training and support including time for collaboration.	Teaching metacognitive skills can help students become better independent learners. EEF +7 months EEF – Metacognition and Self-Regulation	1,5
Develop and improve the quality of teaching, learning and feedback for all students in all lessons.	EEF research suggests improved feedback may lead to student progress gains of up to 8 months.	1,5
Ensure all disadvantaged students have appropriate devices for remote learning	Technology provides access to online learning resources and materials provided by the academy. Technology allows for student collaboration when working remotely and communication with teachers. Closing the digital divide: Remote Learning: the Digital Divide - Sutton Trust	1, 2, 3, 5
CPD for using devices and digital tools for personalised in-class learning and to support students with additional needs	Technology can enable teachers to adapt practice effectively, for example increasing the challenge of questions as students succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Technology also enables personalisation of the curriculum and offers opportunities for independent learning and development. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5

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

Budgeted cost: £ 37,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme used to provide School-Led Tuition across the curriculum for students in Year 11, initially, and then students in Years 10.	Interventions in previous years have shown that small group interventions with our own staff have bigger impact than buying in external agencies. Teachers are accountable for progress in the intervention group. Allowing PP students to work in smaller groups, and break down peer pressure, increases self-confidence and self-esteem. It also allows for much greater targeting of specific challenges and weaknesses. EEF +4 months EEF - Small Group Tuition	5
Increase access to online support mechanisms to support students in school for homework, ensuring disadvantaged student have equal access.	Studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: EEF +4 months EEF - Remote Learning The use of online platforms to deliver part of teaching content also allows for greater monitoring by teachers, and provide an opportunity for quick, targeted intervention - often without the need to draw attention to the fact that help is required (which can be off-putting for some disadvantaged students). The use of digital platforms can also be advantageous for those students whose parents are unable to provide academic support and guidance.	1, 3, 5
Ensure disadvantaged students continue to have access to high quality CEIAG in school.	Studies have found that, whilst disadvantaged students do not necessarily have lower aspirations than their peers, they are often less able to understand (or gain guidance at home) how to achieve these goals. Prioritising high quality CEIAG for these students can ensure that they are provided with clear, structured programmes (monitored by CIEAG staff/pastoral staff) to enable them	3, 4

	to have the same opportunities as their peers.	
To monitor data in order to diagnose challenges and target intervention/support	Monitoring data provides an understanding of any challenges disadvantaged students are facing. An analysis of attendance, teacher feedback, behaviour, wellbeing and access to technology provides opportunity to identify challenges and target support. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Mental health tracking and support by the pastoral team to provide intervention.	Lockdowns have had a significant impact on the mental health of many children, this in turn has impacted attendance and progress. Children's mental health - Every Mind Matters - NHS (www.nhs.uk)	3, 5

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

Budgeted cost: £ 48,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure every student in Years 11-13 has access to high quality and impartial careers advice.	Clear progression routes help to ensure high levels of motivation and engagement. Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. EEF - Aspiration Interventions	3,4
Building cultural capital; ensuring that all students are able to fully access all areas of the curriculum and all enrichment activities, such as trips, visits, music lessons and support with DofE, and are not disadvantaged as	Involvement in enrichment activities build relationships, improves engagement and confidence, and is part of a programme of self-improvement and actualisation. EEF +3 months EEF - Arts Participation	4

a result of socio-economic circumstances		
Increasing parental engagement, particularly for parents of disadvantaged students by use of text service, online feedback at Progress' evenings and workshops which support parents in supporting the learning of their children.	Increased parental engagement can improve all aspects of a students approach to learning, including independent work and aspirations. EEF +4 months EEF - Parental Engagement	3,4
Employment of behaviour mentor, extra days for school counsellor and extension of the pastoral team to deal with increased need for pastoral support and emotional and behavioural interventions.	It is absolutely crucial that we care for the whole person and support individual students with their well-being and mental health. EEF +4 months EEF - Social and Emotional Learning	3
Behaviour mentor supporting the pastoral team to provide attendance monitoring, reporting and targeting across the academy.	Attendance monitoring and identifying persistent absence is an important diagnostic tool that helps identify challenges. Using pupil premium EEF (educationendowmentfoundation.org.uk)	3
Music tuition provides opportunities for enrichment activities and increased cultural capital.	Offering enrichment activities provides equality and increased cultural capital enabling increased social mobility. Life-Lessons-Report_FINAL.pdf (suttontrust.com)	4
Additional targeted welfare support (meals, uniform, trips and general support)	General support provided so students can focus on learning. Providing meals without charge to students with lower socio-economic status can reduce health inequalities. Providing financial support for trips creates equality and increases cultural capital. General financial support including help with uniform can help with school attendance.	3, 4

Total budgeted cost: £170,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Whole School	Disadvantaged	Local (non-disadvantaged)	National (non-disadvantaged)
Progress 8	0.71	0.42	0.62	0.15
Attainment 8	59.5	52.7	59.0	52.6
% En & Ma at 5+	73	58	70	57

Impact of Pupil Premium Funding:

The strategies to support students in receipt of the Pupil Premium grant are chosen for their effectiveness based on cost and outcomes, many of the strategies used have been successful in previous years, while others have been adopted because of other schools' successes, empirical evidence or research undertaken by staff.

Our £133,020 of Pupil Premium Funding in 2021-22 was used to support these activities:

Staffing	Objective	Impact
Small class sizes (average class of 24) Enhanced Maths and English staffing to increase flexibility of deployment of staff to enable targeted interventions, small group and personalised provision.	Reduced class sizes enabled improved differentiation, targeted teaching and flexible groupings in response to pupil needs. % 9-4 well above national average in almost all subjects.	Reduced class sizes enabled improved differentiation, targeted teaching and flexible groupings in response to pupil needs. % 9-4 well above national average in almost all subjects.
Provision of two staffed ICT Clubs every day.	To encourage all students to engage in extra-curricular activities.	All students have access to ICT.
Employment of additional Support	Provide specialist support services for students at risk of underachievement.	Rapid and targeted support for increased numbers of students at risk of under

Agencies on site: – School Counsellor.		achievement due to social emotional circumstances.
Homework Club/Learning Resources staffing after school.	Staffing in Library after school fosters independent learning and literacy and increased access for students.	Increased usage of Library by students and opportunities for reading, homework support and mentoring.
121 Tuition for PP students.	Maths tuition for students to ensure that they progressed as (or better) than expected.	Increase in attainment for PP students.
Widening Participation Programme.	Higher achievers identified and supported to raise aspirations through targeted Gifted & Talented programme and visits to Universities.	Expansion of provision for more able students leads to increased self-esteem, revised aspirations and understanding of higher education programme.
Training for staff focused on Raising Attainment / Closing the Gap.	To ensure staff are fully trained and aware of differentiation strategies.	Increase in attainment for PP students.
Creative Art Events, STEM Activities, Sports Leadership Programme and other competitions.	To support social skills, self-esteem, engage students, raise aspirations and enrich provision and opportunities.	Students' engagement and enjoyment enhanced. SMSC outstanding.
Year 11 Graduation Prom.	Year 11 Graduation Prom to celebrate success and recognise individual achievements.	Student achievement celebrated and aspirations enhanced.
Provision of Instrumental Lessons.	To encourage all students to engage in extracurricular activities	PP students participated alongside their peers in activities.
Financial Support for students (Curriculum)	Providing funding for uniform, books, refreshments and travel.	Increased confidence and self-esteem and improved attendance and punctuality.

Financial Support for students (Enrichment Activities) e.g. purchase of music equipment.	Providing funding for enrichment activities so that students are not prohibited from events or trips.	Students' engagement improved.
Revision Materials, Online Support etc. (including My Maths and Lexia reading scheme)	Encourage independent study to enhance examination performance	Students enabled and encouraged to revise independently at home and consolidate in-class learning.
Year 7 Retreats provided by School Chaplain	To develop the Year 7 community and support with transition to secondary school.	All students were able to attend the retreat, which had a positive impact on the relationships in the year group and supported many with their secondary school transition.

Impact of Year 7 catch-up funding:

Students who have been eligible for the Year 7 catch-up funding in the past benefit from many of the strategies outlined above. We have also developed more targeted strategies for this group.

Provision	Objective	Impact
Literacy and Reading Screening for all Year 7 students	To identify students who may need more support with reading and literacy.	We were able to identify students who may have come into school without prior data or narrowly achieved the expected standard in reading at Key Stage 2.
Targeted Reading Group	To support the development of literacy for low ability students through bespoke programme.	Increased confidence in, and enjoyment of, reading.

CAT testing in September	To identify those students who may need support and to effectively assess progress.	The tests allowed staff to better identify areas for support.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Satchel One- Learning platform	Satchel One
MyMaths	MyMaths