

# Pupil premium strategy statement – Alsop High 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	1332
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2024 – July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025 and annually until 2027
Statement authorised by	J Kerfoot
Pupil premium lead	Miss N L Bruns
Governor / Trustee lead	Interim Executive Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£818,776.00
Pupil premium funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	<b>£818,776.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Alsop High School serves an area of North Liverpool where the level of social deprivation is in the bottom 10% of the most deprived areas of the country. Many of our wards average nearly 50% child poverty indices. The school is a larger than average sized secondary school, operating within the Omega Multi Academy Trust. There are 1333 students on roll in years 7-11 and 120 in 6<sup>th</sup> form totalling 1453 with more boys than girls. Our PAN is 270 in 7-11.

The proportion of disadvantaged students is 57% (more than double the national of 27%) The school currently has 14 Looked After Children on roll. Most students are of White British heritage, however this a rapid changing demographic with a significant increase in the number of students coming from minority ethnic backgrounds or speaking English as an additional language with EAL at 21% and growing. The proportion of SEND students is 23% and more than double the national average. The prior attainment for students on entry is significantly below the national average.

Our intent at Alsop, is underpinned by Omega's commitment to education for all, because all children and young people are entitled to a high- quality education which is appropriate to their needs, promotes high standards and fulfils their potential. We believe that all students, regardless of their background or the challenges they face, should make good progress, achieve high attainment across the curriculum and have high aspirations for the pathway they follow Post 16 and 18 into Further / Higher Education, Apprenticeships and / or employment.

The focus of our pupil premium strategy is to support our disadvantaged students to achieve that goal irrespective of their starting point so that they can achieve in line with or above the national average of their peers.

We will consider the challenges faced by our vulnerable students, such as those who have external agencies working with them and or their family. Often, our vulnerable students have a complex set of needs that will not be overcome through one specific strategy. Ultimately, outstanding teaching in every classroom is the strategy that will make the biggest difference to every student, including those facing disadvantage, and our plan reflects this.

Our pedagogical approach to improving learning is underpinned by a clear focus on responsive teaching and inclusive teaching. We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. The aim of our strategy is to be research/evidenced based, and we align our strategy and actions to that of the EEF Tiered Approach in terms of having a positive impact on improving attainment outcomes.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Ensure disadvantaged students are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

We have used a tiered approach to Pupil Premium spending and have identified barriers to students' achievement bespoke to our school:

- Teaching and Learning
- Targeted academic support
- Wider strategies

## Challenges

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

Challenge number	Detail of challenge
1. Whole school attendance is currently below that of the National Average	<p>Our attendance data over the last 3 years indicates that whole school attendance averages has been significantly below national figures for attendance and PA. Disadvantaged students have had gaps from non-disadvantaged</p> <p>Over the last three years the percentage of PA for disadvantaged students is averaging over 60% and is significantly higher than that of non-disadvantaged.</p> <p>Whole school attendance in 2023/24 was: 75.0%            The number of students classed as PA in 2023/24 was: 54.5%            Disadvantaged students' attendance in 2023/24 was 73.2%%            Disadvantaged students PA figure in 2023/24 was 66.5%</p>
2. School culture and behaviour is an increasing barrier to improving student outcomes	<p>Our observations and whole school data indicate that many of our students are not "Ready to Learn" and as a result they display attitudes that are not conducive to a high expectations culture.</p> <p>Behaviour data indicates that in the last three academic years the number of students receiving one or more exclusions was 11.5% of the total student cohort.</p> <p>For disadvantaged students the number of students receiving one or more exclusions was 19.2% of the total disadvantaged cohort. Therefore, a key focus is to ensure a positive attitude from all our students, regardless of disadvantage.</p>
3. The number of students with a reading age three years or more lower than their chronological age	<p>Poor reading ages remain one of the biggest obstacles to attainment for students nationally.</p> <p>In September 2024, the number of students in each year group reading at 3 or more years below their chronological reading age is nearly 30% of each cohort.</p> <p>A significant number of our students have a 'word gap', or a vocabulary that is below age-related expectations and this poses significant problems for them in accessing the secondary curriculum. We are therefore targeting reading as a key strategy.</p>
4. Student outcomes	<p>Academic progress is below the expected standards. The academic progress of disadvantaged students is significantly below national average for</p>

are currently below that of National Average	disadvantaged students and significantly below non disadvantaged students within school. The gap between disadvantaged and non in overall P8 last year was significant at -0.8. Ultimately, we are aiming to improve attainment for all
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	<p>The overall attendance rate for all pupils will increase, with consistent high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>the percentage of all pupils who are persistently absent reduced.</li> <li>persistent absence gap between disadvantaged and non-disadvantaged pupils figure reduced</li> </ul>
Reduction in the number of fixed term exclusions issued to students, including those who are disadvantaged	<p>By the end of academic year 2027/28</p> <p>The number of fixed term exclusions issued to students will have reduced and as a result are improving towards the national average</p> <p>The number of sanctions and exclusions for disadvantaged students will reduce and the rewards will increase so we will see gaps closing.</p>
<p>To significantly improve the percentage of disadvantaged students reading at their chronological age.</p> <p>Students have improved reading ages, sentences and paragraph comprehension – NGRT testing through GL Assessment</p>	<p>Measurable increase in reading fluency and closing the gap between students reading age and chronological age using concrete measures such as NGRT reading ages.</p> <p>Students increasingly having opportunities to read widely and often via a range of reading strategies.</p> <p>All students will be tracked as red/amber/green readers and gaps between disadvantaged and non- will be closing.</p>
<p>Significantly improve attainment and progress at the end of Key Stage 4</p> <p>Improve the quality of Teaching and Learning through an effective CPD programme based on:</p> <ul style="list-style-type: none"> <li>-Modelling</li> <li>-Responsive teaching</li> </ul>	<p>Improved student outcomes – Headline figures will move towards the national average in all subjects (No P8 currently due to no KS2 data on entry because of the pandemic therefore A8 and basics 9-4 and 9-5 will show gaps closing.</p> <p>Evidence of improved teaching practice through instructional coaching programme in supporting teachers to develop skills in adaptive teaching.</p> <p>Barriers to learning are identified for disadvantaged students and appropriate interventions and support are put into place.</p>

<p>-Checking for Understanding</p> <p>As a result of strengthened teaching and tracking, we will see improved progress for PP students.</p>	<p>Teachers will have taken part in subject specific CPD to enhance their skills and knowledge of their subject to provide the highest quality teaching and learning experience for all students.</p> <p>Tracking will enable us to focus on progress of disadvantaged and non in all year groups at mid-year and end of year assessments and setting will be adjusted accordingly.</p>
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## 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: £327510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Maths teacher	<p>In 2023-24 the Maths faculty had 6 teacher vacancies, as a result, Maths lessons were taught by non-specialists significantly impacting on the progress of students and notably PP students who benefit from stability in their lessons.</p> <p>Having subject specific teachers delivering maths classes and interventions is aimed to improve the outcomes of students</p>	1,2,3,4
Recruitment of English teacher	<p>In 2023-24 the English faculty had 2 teacher vacancies. As a result, English lessons were taught by non-specialists significantly impacting on the progress of students and notably PP students who benefit from stability in their lessons.</p> <p>Having subject specific teachers delivering maths classes and interventions is targeted to improve the outcomes of students</p>	1,2,3,4
Implement whole-school T&L improvement plan to develop 3	EEF Evidence confirms that a focus on improving quality first teaching has the biggest impact on improving outcomes for all students. (Shown in the EEF Teacher toolkit and EEF improving literacy in classrooms)	1,2,3,4

<p>identified areas, supporting knowledge acquisition over time:</p> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Checking for Understanding</li> <li>• Inclusive Teaching</li> </ul>	<p>We have identified the key strategies that will have the greatest impact on improving the quality of teaching and will seek to embed these successfully into teachers' practice.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	
<p>We will plan and provide professional development and instructional coaching focussed on:</p> <p>Teaching and Learning SEND Literacy</p> <p>Implement schedule of weekly CPD sessions and T&amp;L briefings aligned to identified whole school areas for improvement.</p>	<p>We want to develop teachers' content knowledge and pedagogy to embed strong practice across the school.</p> <p>We want to provide time and opportunities for staff to "practice" so that they build confidence and expertise over time.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with improved student outcomes.</p> <p>Having staff who are confident in supporting SEND students and effectively deploying a Teaching Assistant are important to ensure all students make at least expected progress.</p>	1,2,3,4
<p>Ensure Literacy remains a key element of our SIP plan for the next 3 years to monitor and measure impacts of our literacy strategies for Red/Amber/Green readers.</p>	<p>This plan will be based on EEF Improving literacy in schools' documentation. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1,2,3,4

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

Budgeted cost: £204692.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity in English to provide targeted intervention to Year 11 students	Targeted intervention for English is supported by the EEF guide to targeted intervention	1,2,3,4
Increased capacity in Maths to provide targeted intervention to Year 11 students	Targeted intervention for English is supported by the EEF guide to targeted intervention	1,2,3,4
Tutoring during school holidays – February, April, May  £3610	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,2,3,4
Twilight tutoring sessions on TEAMS in the lead up to PPE's and Summer Examinations	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,2,3,4
Revision residential – focus on English and Maths	<a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	4
Implement individual plans to provide teaching staff with high quality information about SEND students.	<ul style="list-style-type: none"> <li>• EEF SEND in Mainstream Schools</li> </ul> <p>We will implement the Omega SEND charter, which is rooted in EEF evidence,</p>	1,2,3,4

<p>Implement a staff development programme which focusses on the highest leverage strategies for students with SEND:</p> <p>Adaptive teaching</p> <p>Avoiding over cognition</p> <p>Adapting for speech and language.</p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>• EEF SEND in Mainstream Schools</li> <li>• EEF 'Five a Day' strategy</li> <li>• EEF Making Best of Teaching Assistants</li> </ul>	<p>1,2,3,4</p>
<p>Implement a staff development programme which focusses on:</p> <ul style="list-style-type: none"> <li>• understanding the needs of SEND/PP students.</li> <li>• planning high quality teaching for SEND/PP students within the framework of whole school T&amp;L strategies</li> </ul>	<p>We need to use TAs to help students develop independent learning skills and manage their own learning – EEF recommendation. We must ensure TAs are fully prepared for their role in the classroom – EEF recommendation.</p> <p>TAs should be trained in the use of specific pedagogy so that they understand the principles of the approach and the techniques required to apply it – EEF guidance</p> <p><a href="#">TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</a></p>	<p>1,2,3,4</p>

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

Budgeted cost: £286574.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
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<p>Employment of an attendance officer with specific focus on Pupil Premium students</p>	<p>Pupil premium attendance academic year 23/24 was 73.2% and continues to be a major barrier to learning.</p> <p>Evidence</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance</p> <p>We will implement the Omega Attendance charter which is rooted in EEF research</p>	<p>1</p>
<p>Employment of non-teaching pastoral staff including Associate Assistant Principals for key stages 3 and 4 and Year managers.</p>	<p>Ensuring we are following EEF guidelines on improving culture and behaviour we are investing significantly in a non-teaching pastoral team to know and understand our pupils (recommendation 1)</p> <p><a href="#">Improving behaviour in schools</a></p>	<p>1,2,3,4</p>
<p>Remove pastoral barriers to learning by supporting with uniform, visits, cultural capital for students</p>	<p>Ensuring we remove barriers to learning and support our students</p> <p><a href="#">Improving behaviour in schools</a></p>	<p>1234</p>
<p>Embedding principles of good practice set out in DfE's Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice – See Improving Attendance Implementation Plan</p> <p><a href="#">.\Leadership team\Attendance\Attendance Implementation Plan 2022-23.pdf</a></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>
<p>Deliver full programme of extra-curricular activities, monitoring attendance and engagement across groups.</p>	<p>Our curriculum needs to go beyond the academic to provide a range of wider opportunities that AHS students cannot otherwise access. We will aim to ensure an outstanding personal development and careers and aspiration programme and use PP funding to support this</p>	<p>1,2,4</p>
<p>Establish small-scale, on-site provision for students whose behaviour is a barrier to learning in mainstream classes.</p>	<p>We must do all we can to support students to engage positively with the curriculum, complete their secondary education and achieve success. Costing and funding nurture provisions is supported by EEF guide to Tas</p>	<p>1,2,4</p>

	<a href="#">TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</a>	
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**Total budgeted cost: £ [819,046]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In reviewing the three year impact of the Pupil Premium funding it is imperative to note that during this time the school has experienced significant staffing changes and challenges with a change of staffing at Trust level, a change of Headteacher, 12 of the 15 Heads of Faculty have left the school and new appointments made and in the final year of the Pupil Premium Plan the school had significant staffing issues with 16 vacancies unfilled at the start of the academic year.

Intended outcome	Assessment of progress at the end of the three-year period												
To improve the chronological reading ages of disadvantaged students	At the start of the three-year period there were ***** Pupil Premium students reading below their chronological reading age. Tracking the year groups over the three-year period there were ***** Pupil Premium students reading below their chronological age.												
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	<p>A completely restructured and unified attendance team is now working coherently together, and attendance practice is now in place. In 2021 there were two staff trying to track and monitor attendance across the school with little focus on PP students. In 2024 there is now a team of attendance officers attached to dedicated year groups, an attendance admin officer who tracks and monitors absence in Y7 and a new manager, who has daily oversight of the team. The systems in place to track and monitor attendance are robust and reliable and closely follow the Attendance Charter from OMAT.</p> <table border="1" data-bbox="652 1630 1243 2054"> <thead> <tr> <th></th> <th>2022/2023</th> <th>2023/2024</th> </tr> </thead> <tbody> <tr> <td>Year 9 2021/22</td> <td>81.4%</td> <td>80.9%</td> </tr> <tr> <td>Year 8 2021/22</td> <td>84.2%</td> <td>79.9%</td> </tr> <tr> <td>Year 7 2021/22</td> <td>86.2%</td> <td>80.9%</td> </tr> </tbody> </table>		2022/2023	2023/2024	Year 9 2021/22	81.4%	80.9%	Year 8 2021/22	84.2%	79.9%	Year 7 2021/22	86.2%	80.9%
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<p>To improve the engagement and aspirations of all students, including those who are disadvantaged</p>	<p>NEET data to provide evidence of engagement.</p> <table border="1" data-bbox="651 383 1342 524"> <thead> <tr> <th>YEAR 11 - 2022</th> <th>All</th> <th>% All</th> <th>PP</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>EET</td> <td>207</td> <td>80.54%</td> <td>133</td> <td>79.17%</td> </tr> <tr> <td>NEET / Not Known</td> <td>50</td> <td>19.46%</td> <td>35</td> <td>20.83%</td> </tr> <tr> <td></td> <td>257</td> <td></td> <td>168</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="651 562 1342 703"> <thead> <tr> <th>YEAR 13 - 2022</th> <th>All</th> <th>% All</th> <th>DA</th> <th>% DA</th> </tr> </thead> <tbody> <tr> <td>EET</td> <td>56</td> <td>60.87%</td> <td>15</td> <td>53.57%</td> </tr> <tr> <td>NEET / Not Known</td> <td>36</td> <td>39.13%</td> <td>13</td> <td>36.11%</td> </tr> <tr> <td></td> <td>92</td> <td></td> <td>28</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="651 741 1342 913"> <thead> <tr> <th>YEAR 11 - 2024</th> <th>All</th> <th>% All</th> <th>PP</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>EET</td> <td>243</td> <td>90.67%</td> <td>136</td> <td>92.52%</td> </tr> <tr> <td>NEET</td> <td>11</td> <td>4.10%</td> <td>5</td> <td>3.40%</td> </tr> <tr> <td>Status Not Known</td> <td>13</td> <td>4.85%</td> <td>6</td> <td>4.08%</td> </tr> <tr> <td></td> <td>268</td> <td></td> <td>147</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="651 952 1342 1124"> <thead> <tr> <th>YEAR 13 - 2024</th> <th>All</th> <th>% All</th> <th>DA</th> <th>% DA</th> </tr> </thead> <tbody> <tr> <td>EET</td> <td>48</td> <td>100.00%</td> <td>20</td> <td>100.00%</td> </tr> <tr> <td>NEET</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Status Not Known</td> <td>0</td> <td>0.00%</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td></td> <td>48</td> <td></td> <td>20</td> <td></td> </tr> </tbody> </table>	YEAR 11 - 2022	All	% All	PP	% PP	EET	207	80.54%	133	79.17%	NEET / Not Known	50	19.46%	35	20.83%		257		168		YEAR 13 - 2022	All	% All	DA	% DA	EET	56	60.87%	15	53.57%	NEET / Not Known	36	39.13%	13	36.11%		92		28		YEAR 11 - 2024	All	% All	PP	% PP	EET	243	90.67%	136	92.52%	NEET	11	4.10%	5	3.40%	Status Not Known	13	4.85%	6	4.08%		268		147		YEAR 13 - 2024	All	% All	DA	% DA	EET	48	100.00%	20	100.00%	NEET	0	0.00%	0	0.00%	Status Not Known	0	0.00%	0	0.00%		48		20	
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<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects</p>	<table border="1" data-bbox="651 1245 1007 1599"> <thead> <tr> <th></th> <th>Year 11 P8 DAS</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>-1.43</td> </tr> <tr> <td>2023</td> <td>-2.09</td> </tr> <tr> <td>2024</td> <td>-2.07</td> </tr> </tbody> </table> <p>2022 whilst students completed examinations, they were adapted due to the ongoing impact of the pandemic.</p>		Year 11 P8 DAS	2022	-1.43	2023	-2.09	2024	-2.07																																																																																		
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<p>Reduction in the number of fixed term exclusions issued to students, including those who are disadvantaged</p>	<p>With the changes in whole school leadership the behaviour policy has changed every year of the plan and therefore to compare data from the start to the finish of the plan is misleading as the data is being produced from different behaviour policies.</p>																																																																																										

		2021/2022	2023/2024
	Year 9 2021/22	284	397
	Year 8 2021/22	190	539
	Year 7 2021/22	243	
	Year 7 2022/23	204	
	Year 7 2023/24	449	

## Externally provided programmes.

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

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information

### 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:

- Ensure high standards of teaching across all subjects.
- Ensure high quality provision for SEND students to enable them to achieve well.
- Offer a wide range of high quality extra-curricular activities, disadvantaged students will be encouraged to attend.
- Provide targeted support from well-resourced safeguarding team to support students who are struggling to reintegrate post pandemic and with wellbeing issues.

### **Planning, implementation, and evaluation**

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We are developing a robust evaluation framework in place for the duration of our three-year approach.