

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Alsop High School
Number of pupils in school	1325 (Yrs7-11)
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr P. Masher Headteacher
Pupil premium lead	Ms N Bruns Deputy Headteacher
Governor / Trustee lead	Mr A Day Omega Director of School Improvement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£791,695
Recovery premium funding allocation this academic year	£121,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£912,770

Part A: Pupil premium strategy plan

Statement of intent

Our intent at Alsop, built upon the foundation of our Omega Core Values, is that all students, regardless of their background or the challenges they face, 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. 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.

Effective teaching every lesson is at the heart of our approach, and as such, developing teacher pedagogy and subject specific knowledge is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students in our school. Whilst the intended outcomes of the pupil premium strategy are to improve the attainment progress of disadvantaged students, this is not to the detriment of non-disadvantaged students. Moreover, the expectation is that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach recognises the significant disruption caused by the pandemic and the fact that nationally, and in our context specifically, the attainment gap has widened. Furthermore, it is clear that the pandemic, school closures and lack of routine has had a significant negative impact on the mental health and, in a large number of cases, behaviour and the ability to self-regulate.

With this in mind, our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged students.

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

Challenges

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

Challenge number	Detail of challenge																				
1. The number of students with a reading age three years or more lower than their chronological age (SIP 5)	<p>Poor reading ages remain one of our biggest obstacles to attainment. Students reading below their chronological reading ages are statistically more likely to be poor attenders and to develop behavioural issues. Students with lower reading ages often lack self-esteem and can experience profound sense of exclusion from their peers.</p> <p>In September 2020, the number of students in each year group reading at 3 or more years below their chronological reading age was 150+ this included sixth form students who achieved a standardised reading score of 80 or below. Following further lockdowns and disruption to learning that number of students who are now reading three years or more below their chronological reading age is 33% of the school population, 31.4% of the Disadvantaged cohort and 30.1% of the non-disadvantaged cohort.</p>																				
2. Whole school attendance is currently below that of the National Average (SIP 1)	<p>Our attendance data over the last 3 years indicates that whole school attendance averages at 89%, disadvantaged students at 87% and non-disadvantaged at 93%.</p> <p>Over the last three years the percentage of PA accrued by disadvantaged students is 78% of the total number of students who are classed as PA. In comparison 21.5% of PA was accrued by non-disadvantaged students</p>																				
3. Student Wellbeing and Mental Health Support (SIP 2)	<p>Mental health and wellbeing is a focus in all schools post Covid. National audits have highlighted that students from disadvantaged backgrounds have disproportionately suffered as a result of national and local lockdowns and restrictions, which in turn has had a negative impact on their mental health and wellbeing.</p> <p>Our assessments (including wellbeing survey/PASS survey), observations and discussions with pupils and families have identified mental health issues such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, a lack of enrichment opportunities due to the pandemic and financial difficulties faced by many low-income families. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. Early identification, personalised support and a systemic tracking of intervention and impact will ensure that the right care at the right time is deployed.</p>																				
4. Engagement and Aspirations (SIP 2 and 4)	<p>A culture of low aspiration in the wider community has been identified through NEET figures and employment status within our context.</p> <table border="1"> <thead> <tr> <th>Year 11</th> <th>Students on roll</th> <th>Number of NEET Students</th> <th>%</th> <th>No of PP students</th> <th>No of NEET PP students</th> <th>%</th> <th>No of Non PP students</th> <th>No of Non PP NEET Students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year 11	Students on roll	Number of NEET Students	%	No of PP students	No of NEET PP students	%	No of Non PP students	No of Non PP NEET Students	%										
Year 11	Students on roll	Number of NEET Students	%	No of PP students	No of NEET PP students	%	No of Non PP students	No of Non PP NEET Students	%												

2018/ 19	205	31	15.1	125	9	7.2	80	22	27.5
2019/ 20	259	23	8.9	176	5	2.8	83	18	21.7
2020/ 21	232	37	15.9	214	20	9.3	18	17	94.4

Year 13	Students on roll	Number of NEET Students	%	No of PP students	No of NEET PP students	%	No of Non PP students	No of Non PP NEET Students	%
2018/ 19	130	8	6.2	64	3	4.6	66	5	7.6
2019/ 20	112	27	24.1	46	20	43.5	66	17	25.8
2020/ 21	70	10	14.3	41	9	21.9	29	1	3.4

5. Academic Progress/Attainment (SIP 3)

Academic progress, especially in EBACC subjects, is below the expected standards. Due to the disruption to the examination series in both 2020 and 2021, and the CAG / TAG process, national comparisons cannot be made.

In 2019 the school achieved a Progress 8 score of -0.75

With the disadvantage Progress 8 score of -0.96

Non-disadvantaged students P8 score of -0.25

6. Culture and Behaviour (SIP 3)

Our observations and whole school data indicate that many of our students are not "Ready to Learn" and as a result they display negative behaviours that are not conducive to a high expectations culture.

Behaviour data indicates that in the last three academic years the number of students receiving one or more exclusions was 12.2% of the total student cohort.

For disadvantaged students the number of students receiving one or more exclusions was 15.3% of the total disadvantaged cohort.

For SEND students the number of students receiving one or more exclusions was 18.0% of the total SEND cohort

	For SEND Disadvantaged students the number of students receiving one or more exclusions was 19.5% of the total SEND disadvantaged cohort.
--	---

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 improve the chronological reading ages of disadvantaged students (SIP 5)	<p>The chronological reading ages of our disadvantaged students will improve from their GL assessment benchmark test, with students achieving their chronological reading age, or make an improvement towards this by at least one year.</p> <p>In Year 1</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Criterion</th> <th style="width: 50%;">2022 target</th> </tr> </thead> <tbody> <tr> <td>48 months below CRA</td> <td>Improve RA by 12 months</td> </tr> <tr> <td>36 months below CRA</td> <td>Improve RA by 12 months</td> </tr> <tr> <td>36 months below CRA</td> <td>Increase wpm by 15 words</td> </tr> <tr> <td>36 months below CRA</td> <td>increase reading proficiency level by 10%</td> </tr> <tr> <td>24 months below CRA</td> <td>Improve RA by 12 months</td> </tr> <tr> <td>24 months below CRA</td> <td>Increase wpm by 20 words</td> </tr> <tr> <td>24 months below CRA</td> <td>increase reading proficiency level by 15%</td> </tr> <tr> <td>12 Months below</td> <td>To read at CRA</td> </tr> </tbody> </table>	Criterion	2022 target	48 months below CRA	Improve RA by 12 months	36 months below CRA	Improve RA by 12 months	36 months below CRA	Increase wpm by 15 words	36 months below CRA	increase reading proficiency level by 10%	24 months below CRA	Improve RA by 12 months	24 months below CRA	Increase wpm by 20 words	24 months below CRA	increase reading proficiency level by 15%	12 Months below	To read at CRA
Criterion	2022 target																		
48 months below CRA	Improve RA by 12 months																		
36 months below CRA	Improve RA by 12 months																		
36 months below CRA	Increase wpm by 15 words																		
36 months below CRA	increase reading proficiency level by 10%																		
24 months below CRA	Improve RA by 12 months																		
24 months below CRA	Increase wpm by 20 words																		
24 months below CRA	increase reading proficiency level by 15%																		
12 Months below	To read at CRA																		
To achieve and sustain improved attendance for all students, particularly our disadvantaged students (SIP 1)	<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"> • and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent reduced. • persistent absence gap between disadvantaged and non disadvantaged pupils figure reduced <p>In Year 1</p>																		

	Criterion	Target 2022				
	% Overall attendance	Within 2% of national average				
	% Attendance disadvantaged	Within 2% of national average				
	% PA All	Within 5% of national average				
	% PA Disadvantaged	Within 5% of national average				
	% SEND	Within 2% of national average				
To achieve and sustain improved mental health and wellbeing for all students, including those who are disadvantaged. (SIP 2)	<p>Sustained high levels of wellbeing from 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 increase in participation in enrichment activities, particularly among disadvantaged pupils. 					
To improve the engagement and aspirations of all students, including those who are disadvantaged (SIP 2 and 4)	<p>The gap for attendance figures for disadvantaged students v non-disadvantaged reduces and matches that of other students nationally.</p> <p>Disadvantaged students engagement with extra curricular / enrichment activities is in line with non-disadvantaged peers.</p> <p>Parental engagement with school life for disadvantaged students is in line with non-disadvantaged.</p> <p>The % of students progressing to KS5 / Also 6th Form for disadvantaged students is in line with non-disadvantaged.</p>					
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. (SIP 3)	<p>By the end of our current plan in 2024/25, The attainment of disadvantaged students improves towards the national average and that of their non disadvantaged peers at grade 4+.</p> <p>The attainment of disadvantaged students improves towards the national average and that of their non disadvantaged peers at grade 5+.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils have made significant progress towards a P8 score in line with the national average.</p> <p>Year 1</p> <table border="1"> <thead> <tr> <th>Criterion</th> <th>2022 target (FFT 50)</th> </tr> </thead> <tbody> <tr> <td>Progress 8 Disadvantaged</td> <td>+0.04</td> </tr> </tbody> </table>		Criterion	2022 target (FFT 50)	Progress 8 Disadvantaged	+0.04
Criterion	2022 target (FFT 50)					
Progress 8 Disadvantaged	+0.04					

	% grade 4+ (E&M) Disadvantaged	72.3%
Reduction in the number of fixed term exclusions issued to students, including those who are disadvantaged (SIP 2)	By the end of our current plan in 2024/25 The number of fixed term exclusions issued to students will have reduced and as a result are improving towards the national average The number of fixed term exclusions issued to disadvantaged students will have reduced and as a result are improving towards the national average	36.7%

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: £264,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Professional Development provided for staff to ensure we have collective efficacy in the delivery of identified teaching strategies.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Instructional coaching is now the best-evidenced form of CPD. Granular, specific action steps with clear success criteria, practiced in a safe environment with regular feedback provides teachers with personalised CPD relevant to their current practice and with immediate feedback and impact.</p> <p>A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years’ experience in front of a class instead of a graduate teacher.</p> <p>High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>4, 5</p>
<p>Embed Deliberate Practice as part of whole school teaching routines. Part of the whole school improvement plan is to streamline the ways in which teachers go</p>	<p>Research shows that the embedding of CPD has varying effectiveness across a staff body due to the variations levels of experience of those staff members. (Lemov, Wollway and Yezzi, 2012).</p> <p>Deliberate practice is defined as ‘a highly structured activity, the explicit goal of which is to improve</p>	<p>4, 5</p>

about their daily routine. We will embed deliberate practice throughout the year through fortnightly CPD sessions. We will also work with individual staff through instructional coaching	performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further' (Ericsson et al., 1993, p. 368). Embedding of Deliberate practice strategies will ensure effective transitions within lesson times to maximise learning time.	
To recruit additional staffing in targeted subject areas to reduce the number of teachers teaching outside of their specialism and to provide overstaffing in Core subjects to support small group work, specific cohort interventions	EEF summary states that reducing class size results in 3 months additional progress on average (effect size of plus 3). 1,2 8 Increased teaching capacity to allow for smaller group sizes and creation of responsive intervention groups.	4, 5
Cover Supervisors appointed		
Implementation of a Knowledge Rich Curriculum and CPD to support Middle Leaders in developing PoS		

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

Budgeted cost: £270,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

A tiered approach to improving reading implemented, incorporating the Thinking Reading Programme and Reading Plus	<p>Students reading below their chronological reading ages are statistically more likely to be poor attenders and to develop behavioural issues. Students with lower reading ages often lack self-esteem and can experience profound sense of exclusion from their peers.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1
GCSE Pod		
Knowledge Organisers		
GL Assessments		
Careers Connect		

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

Budgeted cost: £377,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce the number of persistent absentees through the new whole school attendance procedures.</p> <p>All students to be involved in the new Attendance Stages procedure which has 5 stages of intervention and support.</p> <p>Specific focus on disadvantaged students. Greater number of home visits for these students.</p>	<p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>/assets.publishing.service.gov.ukHow schools are spending the funding.</p> <p>DfE's Improving School Attendance advice.</p>	2, 3, 4
Implementation of a systematic, tiered approach to improving	EEF toolkit states that 'Evidence suggests that, on average, behaviour interventions can produce moderate	6

student behaviour through positive rewarding, consistent implementation of sanctions an extensive intervention package to support the needs of students including those who are disadvantaged and the creation of an onsite AEP provision to support our most vulnerable and at risk students	improvements in academic performance along with a decrease in problematic behaviours.' 'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening the same time.	
ADHD Foundation		
Ready to Learn Centre		
Family Support Worker appointed		
Mental Health & Well-being Mentor appointed		
Free breakfast for all students		
Subsidised Uniform		

Total budgeted cost: £912,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Area	Impact																																																																
<p>Priority 1- To create an integrated strategy for pupils who are disadvantaged and also have SEND. This is to be done through a targeted SEND and Behaviour provision</p>	<p>All students have a pupil passport. Staff received CPD on using the pupil passports to inform their planning and interventions for SEND/DA students. Targeted students have individual behaviour plans with a designated member of staff assigned to each student.</p> <p>Flipping your lid programme – staff trained and the programme introduced as an intervention strategy to support students who struggled with self regulation</p> <p>Tracking system to ensure that interventions are implemented in a graduated manner.</p> <p>As a result the number of fixed term exclusions issued to SEND and disadvantaged students reduced from 91% of the SEND/DA cohort receiving one or more exclusions in academic year 2019/20 to 43% of the SEND/DA cohort receiving one or more exclusions in academic year 2020/21</p> <p><u>Evidence of Disruption Free Learning</u></p> <p><u>FTE by Number</u></p> <table border="1"> <thead> <tr> <th>Yr</th> <th>FTE</th> <th>Boys</th> <th>Girls</th> <th>NPP</th> <th>PP</th> <th>SEN</th> <th>LAC</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>18</td> <td>13</td> <td>5</td> <td>1</td> <td>17</td> <td>10</td> <td>4</td> </tr> <tr> <td>8</td> <td>31</td> <td>18</td> <td>13</td> <td>5</td> <td>26</td> <td>11</td> <td>2</td> </tr> <tr> <td>9</td> <td>20</td> <td>13</td> <td>7</td> <td>0</td> <td>20</td> <td>6</td> <td>0</td> </tr> <tr> <td>10</td> <td>15</td> <td>7</td> <td>8</td> <td>3</td> <td>12</td> <td>1</td> <td>0</td> </tr> <tr> <td>11</td> <td>3</td> <td>1</td> <td>2</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>12</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>13</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p><u>Rewards Actions by Number</u></p>	Yr	FTE	Boys	Girls	NPP	PP	SEN	LAC	7	18	13	5	1	17	10	4	8	31	18	13	5	26	11	2	9	20	13	7	0	20	6	0	10	15	7	8	3	12	1	0	11	3	1	2	1	2	0	0	12	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0
Yr	FTE	Boys	Girls	NPP	PP	SEN	LAC																																																										
7	18	13	5	1	17	10	4																																																										
8	31	18	13	5	26	11	2																																																										
9	20	13	7	0	20	6	0																																																										
10	15	7	8	3	12	1	0																																																										
11	3	1	2	1	2	0	0																																																										
12	0	0	0	0	0	0	0																																																										
13	0	0	0	0	0	0	0																																																										

Yr	+pts	+ pts NPP	+ pts PP	Actio n	Actio n NPP	Actions PP
7	13745	5597	8148	118	24	94
8	12501	5635	6866	145	42	103
9	10552	4724	5828	169	59	110
10	8561	3334	5227	154	47	107
11	3682	583	3099	43	6	37
12	2983	1643	1340	27	9	18
13	513	252	261	32	0	32

<p>Priority 2- To develop a knowledge rich, high quality curriculum model; including effective teaching, learning and assessment strategies</p>	Compliance Walks Summary	
	Students are reciprocal in the meet and greet	
	Students enter quickly and quietly and engage in the Do Now Task.	
	Students write date and title in books – emphasis on PROUD	
	Students write down big question and discuss as appropriate with teacher guidance	
	Students actively engage with the Frayer Model	
	Students respond quickly to 321 STAR	
	Students listen attentively during teacher explanations	
	Students read aloud when requested	
	Students adhere to the behaviour policy when applied by the member of staff	
	Students work in books indicate progress over time is being made and books demonstrate that students	
	Students engage fully using whiteboards to answer whole class questions	

Students use the teacher modelling to support them in completing the tasks of the lesson	
Students complete all tasks asked of them	
Students complete exit ticket questions	
Students pack up their equipment and leave the room neat and tidy	

Work Scrutiny Summary Alsop lesson and POS % Dept WS criteria met

Proud	67%	Year	KO Compliance
Do Now	85%	7	96%
Big Question	89%	8	94%
Frayer Model	90%	9	95%
Substantive Knowledge	96%	10	95%
Disciplinary Knowledge	94%	11	96%
Tier 2 Vocabulary	58%	12	97%
Tier 3 Vocabulary	89%	13	97%
Exit Tickets	75%	Overall Compliance	
Cornell Notes	46%	96%	

Staff voice

- **As a result of CPD I feel more informed about the SIP priorities?**
- Strongly Agree 68% Agree 32% Disagree 0% Strongly disagree 0%
- **I understand how in my role I can contribute to the SIP priorities?**
- Strongly Agree 61% Agree 39% Disagree 0% Strongly disagree 0%
- **I know what components make up the Alsop lesson?**
- Strongly Agree 86% Agree 14% Disagree 0% Strongly disagree 0%
- **Did you find the school training sessions provided prior to school reopening helpful in moving back to delivering lessons face to face?**

- Strongly Agree **28%** Agree **68%** Disagree **7%** Strongly disagree **0%**
 - **Signal-pause-insist and show me boards are two strategies developed in CPD sessions last week. Have you effectively applied these in the classroom this week?**
 - Strongly Agree **22%** Agree **67%** Disagree **10%** Strongly disagree **1%**
- SEND Parental Questionnaire**
- Staff at school know my child’s needs.
 - Strongly Agree **31%** Agree **45%** Disagree **11%** Strongly disagree **2%**
 - Unsure **11%**
 - I feel supported by the SEND team
 - Strongly Agree **31%** Agree **47%** Disagree **4%** Strongly disagree **6%**
 - Unsure **12%**
 - Do you feel your child is well supported at school?
 - Strongly Agree **22%** Agree **67%** Disagree **10%** Strongly disagree **1%**

Priority 3- Improved Literacy and reading across the curriculum, providing targeted academic support

evidence of improved Reading Ages and Disciplinary Literacy for Every Student

	Above	On	Below	Sig Below	Missing	Total
Y7 Whole	86	3	106	45	29	269
%	31.97	1.12	39.41	16.73	10.78	
Y8 Whole	83	6	79	64	44	276
%	30.07	2.17	28.62	23.19	15.94	
Y9 Whole	82	1	137	16	26	262
%	31.30	0.38	52.29	6.11	9.92	
Y10 Whole	98	2	100	22	24	246
%	39.8	0.8	40.7	8.9	9.8	
Y11	132	2	53	32	21	240

	Whole						
	%	55.00	0.83	22.08	13.33	8.75	
<p>WS- Improved engagement with whole school ethos and enrichment opportunities including a specific focus on attendance</p>	<u>Evidence of Improve Attendance for all students</u>						
	<u>Yr</u>	<u>%</u>	<u>Girls</u>	<u>Boys</u>	<u>%PA</u>	<u>% N PP</u>	
	7	88.9	90.3	87.7	36.6	94.1	
	8	86.5	85.0	88.1	37.2	90.4	
	9	85.1	85.2	84.9	42.8	92.9	
	10	88.7	88.7	88.8	36.2	93.8	
	11	88.9	90.6	87.5	29.0	96.2	
	12	90.7	90.0	91.6		86.8	
	13	81.5	80.6	82.2	53.6	87.6	
	<u>Yr</u>	<u>%PP</u>	<u>%EHC</u>	<u>%SEN</u>	<u>%LAC</u>	<u>%EAL</u>	
	7	86.1	19.4	86.9	50.7	94.8	
	8	84.1	93.4	86.3	92.9	86.3	
	9	80.1	66.8	77.1	100	88.5	
	10	86.1	42.4	88.0	14.3	93.5	
	11	87.9	71.3	85.8	33.3	96.8	
	12	86.8	100	81.8	97.0	95.6	
	13	77.2		91.8		87.3	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Transforming Teaching	Ambition Institute

Further information (optional)

Appendix 1*

The Sutton Trust-EEF Teaching & Learning Toolkit is an accessible summary of educational research which provides guidance to teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 35 topics, each summarised in terms of their average impact on attainment, the strength of evidence supporting them and their cost. Each number in the plan above corresponds to a strategy identified in the toolkit linked below.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£££££	★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£££££	★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£££££	★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block Scheduling	£££££	★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£££££	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£££££	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£££££	★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£££££	★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.

9 Feedback	£££££	★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£££££	★ ★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11 Homework (Secondary)	£££££	★ ★	+ 5 Months	High impact for very low cost, based on limited evidence.
12 Individualised instruction	£££££	★ ★ ★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13 Learning styles	£££££	★ ★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14 Mastery learning	£££££	★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence
15 Mentoring	£££££	★ ★ ★ ★	0 Month	Very low or no impact for moderate cost, based on extensive evidence
16 Meta-cognition and self- regulation	£££££	★ ★ ★ ★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£££££	★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence
18 Oral language interventions	£££££	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£££££	★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20 Parental involvement	£££££	★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£££££	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.

22 Performance pay	£££££	★ ★	+ 1 Months	Low impact for low cost, based on limited evidence.
23 Phonics	£££££	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24 Physical environment	£££££	★	0 Months	Very low or no impact for low cost based on very limited evidence.
5 Reading comprehension	£££££	★ ★ ★ ★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size	£££££	★ ★ ★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27 Repeating a year	£££££	★ ★ ★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28 School uniform	£££££	★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£££££	★ ★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30 Small group tuition	£££££	★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31 Social and emotional learning	£££££	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32 Sports participation	£££££	★ ★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33 Summer school	£££££	★ ★ ★ ★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34 Teaching assistants	£££££	★ ★	+1 Months	Low impact for high cost, based on limited evidence.

35 Within-class attainment grouping	£££££	★ ★	+3 Months	Moderate impact for low cost, based on limited evidence.