

## PUPIL PREMIUM STRATEGY STATEMENT

*Non Sibi Sed Aliis*

Your word is a lamp to my feet and a light to my path.  
Psalm 119, vs 105

"So whatever you wish that others would do to you, do also to them,  
for this is the Law and the Prophets." **Matthew 7:12**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Autumn Term 2022

Next Review Date: Autumn Term 2023

Reviewed By: Mr A Holland

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APPROVED BY THE HEADTEACHER – Autumn Term 2022

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Balshaw's Church of England High School
Number of pupils in school	920
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	October 2022 (review)
Date on which it will be reviewed	September 2023
Statement authorised by	S. Haycocks
Pupil premium lead	A. Holland
Governor / Trustee lead	J. Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,140
Recovery premium funding allocation this academic year	£36,984
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,124

## Part A: Pupil premium strategy plan

### Statement of intent

Balshaw's Church of England High School works to achieve the best possible outcomes for all of its students. Reversing the impact that socioeconomic disadvantage has on the educational outcomes of students over the long term is a key priority for the school, and is designated as a whole school priority within our School Development Plan. We are ambitious in our aspirations for disadvantaged students and set challenging goals for our school to achieve in this regard. We expect our disadvantaged students to be ambitious for their own outcomes. This aim has never been more relevant in the current context, as there is clear evidence to show that disadvantaged students have fallen further behind their peers during the pandemic. We strive to achieve this by focussing our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds and implementing strategies that have a strong evidence base of success (EEF Toolkit, for example). However, we also recognise that it is important that the approaches we take are appropriate and adapted for the specific context of our school setting and the needs of our learners. All the strategies we implement are also aligned carefully with the School Development Plan in order to ensure the greatest possibility of success.

As a School we believe that inclusive teaching and learning is the best lever for addressing disadvantage and its impact upon learning outcomes. Therefore, the focus on enhancing the learning of disadvantaged students comes from Quality First Teaching, Challenge for All, acknowledging that the place for learning to close the gap is in the classroom rather than bolt-on strategies. Teachers understand what high quality teaching looks like and promote self regulated and self driven learning. Recognising how disadvantage impacts on learning is essential to establish an approach that truly benefits our pupils and diagnostic assessment is a fundamental part of addressing gaps in learning. Decisions on intervention are based upon data and a response to the evidence using frequent tracking, for example gauging the performance of disadvantaged pupils against national benchmarks and age related expectations, alongside internal measures such as attendance figures, behaviour monitoring and pupil voice.

At Balshaw's we are committed to promoting an ethos of high expectations for all students who are treated as individuals without an expectation that one group of students has less potential to succeed. We recognise that disadvantage is not always recognised by the label Pupil Premium, and we take a nuanced approach to identifying those students who are experiencing significant disadvantage. In this sense we are not **label led** in our use of the Pupil Premium. Rather the specific needs of **pupils are central** to our approach, and we are committed to an early intervention approach.

Relentlessly supporting pupils to develop their **literacy** is a critical aspect of our drive to improve educational outcomes, regardless of current attainment, as it underpins self confidence, self esteem, builds background knowledge, encourages participation in learning, social interaction and develops oracy.

Ongoing **impact evaluation strategies** enable us to understand whether the plans that we are putting in place are having the impact that we intend, or whether we need to adapt those plans in order to achieve greater success.

Although the Assistant Headteacher in charge of Raising Attainment may have oversight of this cohort of students, the responsibility for closing the attainment gap is devolved to all teaching and support staff. Staff are provided with the support they need so that they can take ownership of the components of the Strategy and deliver them successfully. This includes access to training and follow on support.

## Challenges

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

Challenge number	Detail of challenge																								
1	Our assessments, observations and discussions with pupils and families suggest that the <b>education of many of our disadvantaged pupils have been disproportionately impacted by partial school closures</b> . These findings are backed up by several national studies.																								
2	<p><b>The attainment and progress of disadvantaged pupils is generally lower than that of their peers.</b></p> <p>KS2 SAT Scale Scores for disadvantaged students for Year 7 2022 intake are 4.2 lower in Grammar, Punctuation, Vocabulary and Spelling, 2.4 lower in Reading and 5.9 lower in Maths. Disadvantaged students typically have lower CAT4 mean scores.</p> <p>This lower attainment is pervades throughout their time at Balshaw's. The percentage of disadvantaged students achieving grade 4 in English and Maths GCSEs at the end of Year 11 over the past 5 years is also lower.</p> <table border="1"> <thead> <tr> <th colspan="4"><b>Percentage of Students achieving Grade 4 or above in English &amp; Maths</b></th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>August 2018 Results</td> <td>59.4</td> <td>77.2</td> <td>-17.8</td> </tr> <tr> <td>August 2019 Results</td> <td>52.2</td> <td>81.9</td> <td>-29.7</td> </tr> <tr> <td>August 2020 Results (CAG/algorithm award)</td> <td>59.1</td> <td>75.8</td> <td>-16.7</td> </tr> <tr> <td>August 2021 Results (TAG)</td> <td>65</td> <td>75</td> <td>-10</td> </tr> </tbody> </table>	<b>Percentage of Students achieving Grade 4 or above in English &amp; Maths</b>					Pupil Premium	Non Pupil Premium	Difference	August 2018 Results	59.4	77.2	-17.8	August 2019 Results	52.2	81.9	-29.7	August 2020 Results (CAG/algorithm award)	59.1	75.8	-16.7	August 2021 Results (TAG)	65	75	-10
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	August 2022 Results	68	78	-10
	<b>Average Total Progress 8</b>			
		Pupil Premium	Non Pupil Premium	Difference
	August 2018 Results	0.161	0.148	0.013
	August 2019 Results	-0.41	0.09	-0.50
	August 2020 Results (CAG/algorithm award)	-0.02	0.31	-0.29
	August 2021 Results (TAG)	-0.21	0.18	-0.39
	August 2022 Results	-0.31	-0.08	-0.23
3	<p><b>Disadvantaged students arrive at Balshaw's with typically lower ability.</b>  Assessments of student cognitive ability on entry indicate that disadvantaged students arrive at Balshaw's at a lower point than their non-disadvantaged counterparts. The average mean Mean CAT4 test score on entry for a disadvantaged student over 5 years 2017-2021 was 98, whereas for non-disadvantaged students it was 103. In 2022 the average mean CAT4 test score on entry for Year 7 disadvantaged students was 92, whereas for non-disadvantaged students it was 101. The expected score is 100.</p>			
4	<p>Assessments on entry to year 7 show that <b>disadvantaged students' quantitative reasoning and ability to think with numbers is typically lower than their non-disadvantaged counterparts.</b> CAT 4 assessments show that the quantitative reasoning score of disadvantaged students over 5 years 2017-2021 was on average 98, whereas for non-disadvantaged it was 103. In 2022 Year 7 quantitative reasoning score for disadvantaged students was 91, whereas for non-disadvantaged students it was 100.</p>			
5	<p>Assessments, observations and discussions with KS3 pupils indicate that <b>disadvantaged pupils generally have lower levels of reading comprehension</b> than their peers. This impacts their progress in all subjects.</p> <p>Assessment on entry to Year 7 over 5 years 2017-2021 indicate that disadvantaged students at Balshaw's have a Standard Age Reading Score of 98 whereas non-disadvantaged students have a Score of 106. The expected score is 100. For Year 7 new intake 2022 disadvantaged students had a Standard Age Reading Score of 97 whereas non-disadvantaged students had a score of 107.</p>			
6	<p>Our assessments, observations and discussions with pupils and families have identified <b>increasing levels of social and emotional issues</b> for many pupils, such as anxiety, depression and low self esteem. This can manifest itself as challenging behaviours or poor behaviour for learning which has a negative impact on the learning of others. These issues have been exacerbated by the pandemic, where social isolation and lack of access to enrichment activities have particularly affected disadvantaged students.</p>			
7	<p>Our attendance data for the academic year 2021 – 22 indicates that absence <b>among disadvantaged students (FSM6) was 12.6%</b> (including covid-19 related illness) compared to 8.2% for non-disadvantaged students.</p> <p>The best place to address the impact of socio-economic disadvantage on education is in the classroom therefore higher level of absence from school by pupils in this group presents a major obstacle to rectifying this inequality. Our assessments and observations indicate that absenteeism is negatively</p>			

8	Our observations and discussions with students and families have shown that <b>disadvantaged students typically have less access to learning resources at home</b> , including quality ICT learning tools such as laptops.
9	Our observations suggest many <b>lower attaining pupils, including some who are disadvantaged, lack the ability to apply metacognition/self regulation strategies</b> in their learning across the curriculum.

## 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
Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, KS4 outcomes for disadvantaged students will achieve a positive average Progress 8 Score. We will continue to promote an EBacc entry above the national average for disadvantaged students.
Improved reading age scores among disadvantaged students across KS3.	By the end of our current plan in 2024/25 assessments will indicate that disadvantaged students at Balshaw's improved their average Standard Age Reading Score (currently 98) to at least the age expected 100 by the end of Key Stage 3.
Improved numeracy across disadvantaged students throughout the school.	By the end of our current plan in 2024/25 assessments will indicate that disadvantaged students across the school will have an average point score difference to target gap of at least 0 in maths compared to their non-disadvantaged counterparts.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	The School will demonstrate its ongoing commitment to improving the wellbeing of pupils through: <ul style="list-style-type: none"> <li>Quantitative data relating to work with students experiencing mental health difficulties.</li> <li>Quantitative data from student voice, student and parent surveys and staff feedback.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for disadvantage pupils being no more than 6%, and the attendance gap between disadvantaged students and their non-</li> </ul>

	disadvantaged students being no more than 1%.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework quality across all subjects and classes and improved outcomes for disadvantaged students.

## 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: £ £85,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of CAT 4, NGRT, NGST, Progress Tests in English, Maths and Science standard diagnostic assessments.</p> <p>Training will be provided to staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure that they receive the correct support and timely intervention where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,2,3,4,5
<p>Purchase of laptops for disadvantaged students as part of the laptop for all scheme.</p> <p>Training will be provided to staff on the most effective pedagogy in using digital technology to boost attainment in the classroom.</p>	<p>During the pandemic it has become clear that disadvantaged students typically have less access to digital learning resources in the home. As a School we have embraced the skills developed through partial school closures and look to maintain the strengths of blended learning moving forward. Providing laptops for all students, including access for disadvantaged students, will enable greater flexibility in explanation, feedback, assessment and home learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p>	8,9
<p>Purchase of educational software packages for all students to provide a platform for home learning and improving attainment in vocabulary, numeracy and science.</p>	<p>Educational software packages such as CenturyTech and Bedrock vocabulary provide opportunity for pupils to increase the quality and quantity of their practice both inside and outside the classroom. It can also be an effective tool for self-quizzing and retrieval practice. Technology can also be engaging and motivating for pupils who have grown up as digital natives.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p>	8,9
<p>Developing metacognition and</p>	<p>Metacognition and self-regulation can have a +7 month impact upon learning. There is some evidence to suggest</p>	8,9



<p>self regulation skills in all pupils by providing CPD and support to staff.</p>	<p>that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition</a></p> <p><a href="https://files.eric.ed.gov/fulltext/ED612286.pdf">https://files.eric.ed.gov/fulltext/ED612286.pdf</a></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF guidance report “Improving literacy in Secondary Schools”. We will support the whole school literacy drive through the “Literacy Coordinator” role who will lead staff CPD and initiatives designed to raise the levels of literacy across the School, not just within the English department.</p>	<p>Young people who leave school without good literacy skills are held back at every stage of life. Literacy is key to academic success across the curriculum. Last year, nationally over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. Disciplinary literacy is key to ensuring students are able to understand complex concepts in every subject.</p> <p>Reading comprehension, vocabulary, oracy and other literacy skills are heavily linked with attainment in maths and English</p> <p><a href="#">Why Closing the Word Gap Matters: Oxford Language Report</a></p> <p><a href="#">Improving literacy in Secondary Schools: Guidance Report</a></p>	5
<p>Widening the provision of and extending the impact of Teaching Assistant support.</p>	<p>There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>The effective use of Teaching Assistants working well alongside teachers provides excellent supplementary learning support. Pupil Premium students are more likely to be SEND or low attaining and Teaching Assistants can be the key means by which inclusion is facilitated for these students.</p>	1,2,3,4,5,6,9

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

Budgeted cost: £23,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutoring programme to allow small group intervention for students most impacted by partial school closures.	The impact of partial school closures brought about by the pandemic on progress has been well researched, evidenced and documented. As part of our ongoing effort to help those most disadvantaged by partial school closures recover from its negative impact we are running small group tuition using existing staff based on diagnostic assessments of where gaps in knowledge exist, and tailoring delivery to fill those gaps.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4,5
Academic Support Programme in school to mentor students, including disadvantaged, identified as underachieving or having biggest gaps in knowledge.	The impact of mentoring varies but, on average, it is likely to have a small positive impact (+2 months) on attainment. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.  EEF Toolkit <a href="#">Mentoring</a>	1,2,6,7
Introduction of reading comprehension strategies, as an intervention of students displaying lower reading ages, focussing particularly on disadvantaged students, who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. This has been measured at +7 months impact in secondary schools. It complements the School's other priorities such as developing metacognition and whole school literacy. Activities implemented within the school include whole class readers, paired reading and bedrock vocabulary.  <a href="#">EEF Teaching and Learning Toolkit Reading Comprehension Strategies</a>	5,9
Introduction of numeracy strategies, as an intervention for students working at lower than expected levels. This will	The EEF guidance on Mathematics suggests that high-quality, structured intervention may be required for some pupils to make progress and that the selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. We use rigorous assessment in order to	4

particularly focus on disadvantaged students.	identify a cohort of students for intervention and to identify their specific weaknesses. <a href="#">KS2 KS3 Maths Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for mental health and social wellbeing. The School has expanded the provision in the pastoral hub through the addition of a Pastoral Support Assistant and a Pastoral Support Officer.	Effective pastoral care can improve students' attendance and retention rates, foster an orderly atmosphere in which all students can access opportunities and enhance their academic achievements, promote tolerance, subdue racism and inequality and teach respect for self and others. It also ensures that all students, including those who are socio-economically disadvantaged are provided with access to the support that they need. This creates a climate in which all students, including disadvantaged, can achieve highly. <a href="#">BERA: Pastoral Care</a>	1,2,6,7
Embedding principles of good practice set out in the DfE's Guidance: Improving school attendance: support for schools and local authorities. A School Attendance Officer and Pastoral Staff will be appointed and receive training on how to improve attendance.	The DfE guidance has been informed by engagement with schools who have significantly reduced their persistent absence levels. <a href="#">DfE's Guidance: Improving school attendance</a>	1,2,6,7
Enrichment fund for developing cultural capital and aspirations within disadvantaged students.	There is growing evidence that the skills, such as self control, resilience, team work and determination, developed through opportunities such as extra-curricular visits, arts participation and aspiration interventions have the potential to improve outcomes. Disadvantaged students are less likely to have the opportunity to engage in these activities in their lives away from school and are therefore less likely to experience the benefits through their participation. <a href="#">EEF Guidance Life Skills and Enrichment</a>	1,2,6,7

**Total budgeted cost: £ 159,124**

## 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.

<p>Covid-19 has had a significant disruptive influence on the implementation of initiatives for raising the attainment of disadvantaged students. Despite this the school has delivered the interventions listed in the 3 year 2021-2024 Pupil Premium Strategy. The information below is a review of the first year of the components of the strategy, and an account of any changes made in response to changing circumstances during the course of the year.</p>		
<h4>Review of expenditure</h4>		
<h4>Teaching (for example, CPD, recruitment and retention)</h4>		
Activity	Estimated Impact	Lessons Learned
<p>Purchase of CAT 4, NGRT &amp; NGST standard diagnostic assessments.</p> <p>Training will be provided to staff to ensure assessments are interpreted correctly.</p>	<p>The purchase of standardised tests has allowed a more focussed approach to assessment and intervention. This has allowed us to identify students whose progress has slowed and the provision of support where it is needed most.</p>	<p>The School needs to continue with the forensic approach to assessment and develop the use of data yielded further to have maximum impact. The School is investing in further tests (Progress Tests in English, Maths and Science) to enhance our understanding of pupil progress against nationally standardised benchmarks.</p>
<p>Purchase of laptops for disadvantaged students as part of the laptop for all scheme.</p> <p>Training will be provided to staff on the most effective pedagogy in using digital technology to boost attainment in the classroom.</p>	<p>Laptops are now very much part of the pedagogy employed throughout the School and the Laptops provided for disadvantaged students enables them to fully access the curriculum.</p>	<p>The School is continuing to enhance teachers skills and awareness regarding of teaching using technology.</p>
<p>Purchase of educational software packages for all students to provide a platform</p>	<p>The packages purchased by the School compliment the Laptops for all scheme and enable best</p>	<p>Ensuring maximum usage of all packages to ensure best value for money is essential. The</p>

for home learning and improving attainment in vocabulary, numeracy and science.	use of these in the classroom and for home learning.	School is raising awareness of revision software such as GCSE Pod through student assemblies and parental contact.
Developing metacognition and self regulation skills in all pupils by providing CPD and support to staff.	Metacognition CPD is delivered through regular spotlight briefings and teaching and learning breakfasts. There is evidence of these strategies being used through lesson observations and staff feedback.	Ongoing CPD is required in this area to fully embed metacognitive practices in the classroom.
Improving literacy in all subject areas in line with recommendations in the EEF guidance report “Improving literacy in Secondary Schools”. We will support the whole school literacy drive through the “Literacy Coordinator” role who will lead staff CPD and initiatives designed to raise the levels of literacy across the School, not just within the English department.	The profile of literacy across the School has been raised through the work of the literacy coordinator. A great range of innovations has taken place placing reading and vocabulary at the heart of the School curriculum. Latest reading test data at the start of Autumn 2022 term indicates some fluctuation in the results of some students in terms of progress and further investigation needs to be done to identify the reasons for this.	Testing conditions for NGRT testing should be standardised to ensure the validity of the results.
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>		
<b>Activity</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
School based tutoring programme to allow small group intervention for students most impacted by partial school closures.	Whilst the School Based Tutoring Programme has benefitted some students in terms of progress the School the focussed nature of the programme based on a small number of students has diminished its impact and been	The School is looking to introduce a wider scale intervention programme that will benefit more students including a wider range of disadvantaged students, in the place of the broad scale School Based Tutoring that took place in the first year of the

	to the detriment of the wider cohort.	programme. School Based Tutoring will continue for select students using trained teaching assistants to compliment this further provision.
Academic Support Programme in school to mentor students, including disadvantaged, identified as underachieving or having biggest gaps in knowledge.	The Academic Support Programme provided mentoring to a group of underachieving Year 11s in the run up to their exams. For some students this saw an increase in their results and allowed the review of outcomes using information in the meeting records, to help understand why certain students achieved the way that they did.	The School is implementing an earlier approach to targeted support and has introduced the TIME (Targeted Intervention Mentoring Evening) where underachieving Year 11 students were called in alongside parents and carers in the early part of the Year 11 Autumn term.
Introduction of reading comprehension strategies, as an intervention of students displaying lower reading ages, focussing particularly on disadvantaged students, who need additional help to comprehend texts and address vocabulary gaps.	Teaching Assistants have received training on the delivery of reading comprehension strategies and are providing this support to students with particularly low standards of reading comprehension.	The School will continue to look to support and enhance this provision to ensure that all students have a good standard of reading comprehension from which to work with.
Kumon maths programme for disadvantaged students at below age related expectations for numeracy.	Unfortunately progress data yielded by the Kumon maths cohort did not show the progress expected for the financial outlay.	The School has discontinued its subscription to Kumon Maths for 2022-23 and is now delivering an in house numeracy intervention using the School's Numeracy coordinator.
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>		
<b>Activity</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
Support for mental health and social wellbeing. The School has expanded the provision in the pastoral hub through the addition of a Pastoral Support	The Pastoral Support Assistant and a Pastoral Support Officer roles have a great impact on supporting the needs and monitoring the welfare of our disadvantaged students, who	The School will continue to support provision in this vital area, and where staff turnover occurs we will look to recruit

Assistant and a Pastoral Support Officer.	often need them the most. Unfortunately staff turnover has impacted upon the consistency of delivery but the strength of the team has still allowed the provision of exceptional support.	staff who enhance our pastoral care even further.
Embedding principles of good practice set out in the DfE's Guidance: Improving school attendance: support for schools and local authorities. A School Attendance Officer and Pastoral Staff will be appointed and receive training on how to improve attendance.	FFT aspire data shows that the attendance of disadvantaged students continues to be above that of those nationally (FSM6 +2.6% above the national figure).	The School will continue to support the Attendance Officer in maintaining an attendance percentage above that of national figures.
Enrichment fund for developing cultural capital and aspirations within disadvantaged students.	The School has supported disadvantaged students with costs to attend various educational visits and to take peripatetic music lessons. Disadvantaged students have priority access to enrichment opportunities that they are less likely to access outside of school than their more advantaged peers. Disadvantaged students continue to attend the range of extracurricular clubs the School has to offer.	The School will continue to look to widen its offer of extracurricular opportunities and encourage disadvantaged student attendance wherever possible.

## 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
Bedrock Vocabulary	Bedrock Learning
Tassomai	Tassomai Ltd

SISRA Analytics	Juniper Education
School Synergy	School Synergy
GCSE Pod	Soundbite Learning – Access
Kumon Mathematics	Kumon
Century Tech	Century Tech
Focus ELearning	Focus Learning Corporation
Educake	Educake