

Pupil premium strategy statement – CHS South

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

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

School overview

| Detail | Data |
|---|--|
| School name | CHS South |
| Number of pupils in school | 980 |
| Proportion (%) of pupil premium eligible pupils | 49.4% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021/22 to 2023/24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | David Prophet, Headteacher |
| Pupil premium lead | Laura Galbraith, Deputy Headteacher |
| Governor / Trustee lead | Jane Jones, Governor |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £438,000 |
| Recovery premium funding allocation this academic year | £105,100 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £543,572 |

Part A: Pupil premium strategy plan

Statement of intent

At CHS South, our shared values – CREATIVE, HAPPY, SUCCESSFUL – are at the heart of everything we do. We believe in aspiration for all, and our ethos is to ensure that all students have opportunities to succeed in life and thrive, regardless of disadvantage. All staff across our school community take responsibility for the outcomes of disadvantaged students.

We are a truly comprehensive school. Our curriculum is broad, balanced and **creative**, and is reflective of the diverse community we serve. We are committed to ensuring that all young people are supported to achieve their potential, both academically and pastorally, so they develop the skills and attributes necessary to **succeed** within Higher Education and future employment. The development of the whole child is important to us, and therefore we provide a range of socially and culturally enriching experiences to ensure students fully engage with school life, are **happy** and feel a sense of belonging.

High quality teaching is at the heart of our CHS South Learning Model because we know this is one of the 'best bets' for improving outcomes for disadvantaged students. A focus on effective professional development and evidence-informed strategies, such as explicit instruction, scaffolding, and formative assessment, are used to improve teaching and support all students, including those who are disadvantaged and those with SEND.

We prioritise the development of language and literacy because we know this is at the heart of improving educational outcomes for our students. Our reading for pleasure and progress strategy is effective because it is informed by diagnostic assessment, and teachers are supported to develop disciplinary literacy alongside whole school pedagogical approaches.

Shared ownership is also at the core of our strategy to improve student culture and attendance. We are acutely aware of the impact of students' mental health on their attendance, participation in lessons and success, and therefore take a proactive approach to mitigating this through our Respect curriculum, pastoral systems and targeted additional support, including effective working with parents and carers.

Our overall aim and expectation is to use the Pupil Premium to improve outcomes for all students, ensuring excellent progress and high attainment across the curriculum, whilst also reducing the gap between disadvantaged students and their non-disadvantaged peers, both within school and nationally. The activities and approaches we have adopted at CHS South are informed by strong research evidence and are developed with a focus on effective implementation.

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | |
|--------------------|---|----------------------------------|---|----------------------------------|---|--------------------|-----|-----|-----|--------------------|-----|-----|-----|--------------------|-----|-----|-----|
| 1 | <p>Achievement and outcomes</p> <p>KS4 outcomes are a strong focus for the school and our founder year group. With a growing teaching staff and a high percentage of Early Careers Teachers, we need to ensure that all students, including those eligible for PP funding, access a high-quality education and achieve well.</p> <p>Internal data shows that, although an overall achievement gap still exists between PP and NPP at KS4, this has reduced from Autumn to Spring 2 2021-22 and remains below 10% at 4+ & 5+ thresholds. Many subject areas have relatively similar attainment percentages for PP compared to NPP at key GSCE thresholds of level 5+/4+, such as English language, English Literature, Science and Art. PP students are outperforming NPP in History, RE, Design and Technology and Food and Nutrition.</p> | | | | | | | | | | | | | | | | |
| 2 | <p>Attendance</p> <p>Attendance remains a focus. The attendance of some disadvantaged students is lower than their peers. Last academic year 66% of the persistent absent pupils were eligible for PP funding.</p> | | | | | | | | | | | | | | | | |
| 3 | <p>Learning behaviours</p> <p>Assessments and observations show that some students need to further develop their self-regulation skills, as at times, this can impact upon work completion and behaviour, inside and outside the classroom.</p> | | | | | | | | | | | | | | | | |
| 4 | <p>Language and literacy – oracy and vocabulary</p> <p>Our observations show us that our disadvantaged students lack the oral language to be able to communicate within the classroom. The development of exploratory talk is important for these students, as is the teacher modelling and scaffolding of purposeful, structured dialogue in the classroom.</p> <p>Our assessments and observations also show that our disadvantaged students are more likely to have tier 2 and 3 vocabulary deficits, which will be impacting upon both their reading and oral language development.</p> | | | | | | | | | | | | | | | | |
| 5 | <p>Language and literacy - reading</p> <p>Most recent reading age screening shows that there is approximately 60% of students, across all years, who have a reading age in line with or higher than their chronological age. This means that there is approximately 40% of students requiring additional support with their reading.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Expected and above (RA≥CA)</th> <th>Below expected (1-24 mths below)</th> <th>Significantly below expected (25+ mths below)</th> </tr> </thead> <tbody> <tr> <td>Year 7 Cohort 2027</td> <td>58%</td> <td>26%</td> <td>16%</td> </tr> <tr> <td>Year 8 Cohort 2026</td> <td>62%</td> <td>17%</td> <td>21%</td> </tr> <tr> <td>Year 9 Cohort 2025</td> <td>60%</td> <td>19%</td> <td>21%</td> </tr> </tbody> </table> | Year | Expected and above (RA≥CA) | Below expected (1-24 mths below) | Significantly below expected (25+ mths below) | Year 7 Cohort 2027 | 58% | 26% | 16% | Year 8 Cohort 2026 | 62% | 17% | 21% | Year 9 Cohort 2025 | 60% | 19% | 21% |
| Year | Expected and above (RA≥CA) | Below expected (1-24 mths below) | Significantly below expected (25+ mths below) | | | | | | | | | | | | | | |
| Year 7 Cohort 2027 | 58% | 26% | 16% | | | | | | | | | | | | | | |
| Year 8 Cohort 2026 | 62% | 17% | 21% | | | | | | | | | | | | | | |
| Year 9 Cohort 2025 | 60% | 19% | 21% | | | | | | | | | | | | | | |

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|----------|---|--------------------------------------|--|------------|
| | Year 10 Cohort 2024 | 64% | 11% | 25% |
| | Year 11 Cohort 2023 | 58% | 14% | 28% |
| | Regardless of whether they are in receipt of the Pupil Premium or not, these students are disadvantaged because their word reading, reading fluency and/or comprehension will be preventing them from accessing academic reading across the curriculum. | | | |
| | However, there is a clear and discernible gap between PP and non-PP students' reading ages across Years 7, 9 &10: | | | |
| | Year | % of PP RA\geqCA | % of Non-PP RA\geqCA | Gap |
| | Year 7 Cohort 2027 | 48% | 66% | 18% |
| | Year 8 Cohort 2026 | 57% | 58% | 1% |
| | Year 9 Cohort 2025 | 46% | 63% | 17% |
| | Year 10 Cohort 2024 | 51% | 73% | 22% |
| | Year 11 Cohort 2023 | 54% | 59% | 5% |
| 6 | <p>Cultural capital and knowledge</p> <p>Our discussions and observations have identified that some disadvantaged pupils lack the social and cultural background knowledge of the world around them. As a result, students can struggle to access curriculum content and their access to CEIAG educational activities and future career opportunities are potentially limited.</p> | | | |

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 |
|--|--|
| <p>Attainment among disadvantaged pupils across the curriculum at the end of KS4 is consistently above national average.</p> <p>There will be no significant difference in the progress of disadvantaged pupils and their non-disadvantaged peers.</p> | <p>GCSE outcomes 2022-23 show that all students have made 'good' progress to attain their FFT20 target (as a minimum) in English and Maths, and across Progress 8 subjects.</p> <p>The school will achieve at least:</p> <ul style="list-style-type: none"> ▪ an A8 score of 4.5 ▪ a P8 score of 0 ▪ Grade 4+ 65% ▪ Grade 5+ 45% <p>Outcomes in 2022-23 will also show:</p> <ul style="list-style-type: none"> ▪ There is no significant difference across subjects in the progress of disadvantaged and non-disadvantaged pupils at KS4 – less than a 10% gap. ▪ There is no significant difference across subjects in the progress of disadvantaged and non-disadvantaged pupils at KS3 – less than a 10% gap. |

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|---|--|
| Improved attendance and reduced persistent attendance for all students. | The attendance of disadvantaged students is improved by a minimum of 2% and sustained across all years. The gap between PP and NPP students is minimal. |
| Improved learning behaviours and self-regulation skills of our disadvantaged students. | <p>Assessments, observations and monitoring show improvement in learning behaviours and student self-regulation, both within and outside the classroom.</p> <p>Exclusion and behaviour data indicate that students eligible for PP are not over-represented in behavioural incidents.</p> |
| Improved oral language skills and vocabulary among disadvantaged pupils across KS3 & KS4. | <p>The Voice 21 Oracy Framework underpins 100% of learning experiences as evidenced in learning walks and lesson observations.</p> <p>All teachers plan for purposeful, structured high-quality talk to improve teacher-student and student-student dialogue in the classroom. Students speak and write with confidence, using a range of sophisticated tier 2 and tier 3 vocabulary.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> |
| Improved decoding, fluency and comprehension among disadvantaged pupils across KS3 & KS4. | <p>100% of students improve their reading age by a minimum of 12 months (based on the NGRT) per academic year.</p> <p>100% of students receiving targeted interventions will improve their reading at an accelerated rate to 'catch up' and 'keep up' with their peers.</p> <p>There is a significant reduction in the percentage of students with a reading age 'below' and 'significantly below' their chronological age.</p> <p>The reading age attainment and progress gap between disadvantaged and non-disadvantaged students will be greatly reduced.</p> |
| Improved knowledge and cultural capital for all disadvantaged students. | Assessments and observations indicate significantly improved knowledge and cultural capital among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative and summative assessment. |

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: £ 302,886

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Assessment Purchase and use of GL Assessment diagnostic tests for reading (NGRT) and KS3 Progress Tests in English, Maths and Science</p> <p>Training will be provided for staff to ensure assessments are delivered with consistency and interpreted correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Education Endowment Foundation EEF</p> <p>EEF Blog: Assessing learning in the new academic year (Part 1... EEF (educationendowmentfoundation.org.uk))</p> | <p>1, 4, 5</p> |
| <p>Recruitment and retention English, Maths, MFL, Arts – provide additional capacity for interventions and mentoring</p> | <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’</p> <p>The EEF guide to Pupil Premium</p> <p>Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk)</p> | <p>1, 3, 4, 5, 6</p> |
| <p>Mentoring and support Additional support for Early Careers Teachers</p> | <p>During induction, it is essential that early career teachers can develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.’ (ECF, 2019)</p> <p>The Education Endowment Foundation has independently reviewed the Early Career Framework to ensure it draws on the best available evidence and that this evidence has been interpreted with fidelity.</p> <p>Early Career Framework (publishing.service.gov.uk)</p> | <p>1, 3, 4, 5, 6</p> |

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| | https://impact.chartered.college/article/implementing-instructional-coaching-school-leaders/ | |
| <p>Professional development Supporting effective curriculum leadership and subject development in Maths and English through leadership training and support.</p> | <p><i>‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.’ EEF, 2021</i></p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>School Environment and Leadership: Evidence Review - Evidence Based Education</p> | 1, 4, 5, 6 |
| <p>Professional development Building capacity to deliver effective CPD programmes across the school - senior and middle leadership roles</p> | <p><i>‘To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms... Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources.’ EEF, 2021</i></p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 1, 4, 5, 6 |
| <p>Professional development Voice21 Membership for one strategic lead and two oracy champions</p> | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p> | 4 |

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| | <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF_KS3_KS4_LITERACY_GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | |
| <p>Curriculum</p> <p>Purchase and use of online Bedrock vocabulary programme.</p> | <p>Levelling the Playing Field. Blog by Durrington Research School - https://researchschool.org.uk/durrington/news/levelling-the-playing-field</p> <p>Deepening knowledge through vocabulary learning: https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/</p> <p>EEF_KS3_KS4_LITERACY_GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> | 4, 5 |

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

Budgeted cost: £166,980

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Literacy interventions</p> <p>Purchase and implementation of Fresh Start, including training, resources and staffing.</p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, especially for children from disadvantaged backgrounds.</p> <p>Some older struggling readers may also require phonics intervention to support them to access the secondary school curriculum.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p> | 1, 4, 5 |

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| | The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) | |
| Literacy interventions Purchase and implementation of Lexonik Advance, including training, resources and staffing. | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Lexonik-Advance-NLT-evaluation-report-2022-Final.pdf | 1, 4, 5 |
| Literacy interventions Purchase and implementation of Lexia PowerUp, including training, resources and staffing. | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk) | 1, 4, 5 |
| Literacy interventions Additional Library resources | The Great School Libraries survey (2019) identified that schools with higher proportions of students on free school meals are more than twice as likely not to have access to a designated library space. Their Phase 1 survey report published in conjunction with the 8d6dfb_a1949ea011cd415fbd57a7a0c4471469.pdf (greatschoolibraries.org.uk) reading_for_pleasure.pdf (publishing.service.gov.uk) | 1, 4, 5 |
| Numeracy interventions Purchase of Hegarty Maths (online student program) and mathematical textbooks | Opportunity for all - Strong schools with great teachers for your child (publishing.service.gov.uk) building_a_numerate_nation_report.pdf (nationalnumeracy.org.uk) EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) | 1 |
| Teaching assistant deployment and interventions Recruitment and specialist training to deliver a range of SEND and literacy interventions. | Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. | 1, 3, 5 |

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| | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | |
| <p>One to one and small group tuition</p> <p>Recruitment of four external academic tutors to deliver academic tutoring in English and Maths for both KS3 and KS4 students (part funded by the National Tutoring Programme)</p> | <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having prior low attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk)</p> | 1, 3, 5 |

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

Budgeted cost: £ 232,853

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Supporting pupils' social, emotional and behavioural needs</p> <p>Additional pastoral support – 1 day equivalent for each of 5 PLs + 3 additional pastoral leaders (day-to-day mentoring/supporting learning behaviours)</p> | <p>The potential impact of metacognition and self-regulation strategies is high (7+ months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate can be effective.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+4 months).</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3 |
| <p>Supporting pupils' social, emotional and behavioural needs</p> | <p>Better communication research programme - GOV.UK (www.gov.uk)</p> | 1, 2, 3 |

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| <p>Additional EP time and assessment focus including additional Speech and Language provision</p> | | |
| <p>Supporting pupils' social, emotional and behavioural needs</p> <p>External one-to-one mentoring programmes (Football beyond borders)</p> | <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Impact & Policy (footballbeyondborders.org)</p> | <p>1, 2, 3</p> |
| <p>Supporting attendance</p> <p>Recruitment of one attendance officer to boost capacity within the attendance team</p> | <p>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.</p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | <p>2</p> |
| <p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <p>Homework club provision and 50% funding towards extra-curricular visits for disadvantaged students.</p> | <p>Students eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 6</p> |
| <p>Breakfast clubs and meal provision</p> | <p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to</p> | <p>1, 2</p> |

| | | |
|---|---|----------------|
| <p>Universal free breakfast for all students</p> | <p>learn, increased concentration, and improved wellbeing and behaviour. National School Breakfast Programme EEF Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk)</p> | |
| <p>Communicating with and supporting parents Parental liaison (home visits etc) and financial support for student uniform</p> | <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF educationendowmentfoundation.org.uk</p> | <p>1, 2, 3</p> |

Total budgeted cost: £ 702,719

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

CHS South will have their first set of external examination GCSE results in summer 2023. However, through internally assessed and externally validated KS3 data, we can make the following conclusions about the effectiveness of our Pupil Premium Strategy so far.

Internal data shows that, although an overall achievement gap still exists between PP and non-PP at KS4, this has reduced from Autumn to Spring 2021-22 and remains below 10% at GCSE Grade 4+ & 5+ thresholds. Many subject areas have relatively similar attainment percentages for PP compared to non-PP at key GCSE thresholds of level 5+/4+, such as English language, English Literature, Science and Art. PP students are outperforming non-PP in History, RE, Design and Technology and Food and Nutrition.

Externally validated GL Assessment data shows that students are broadly in line with national performance. On the whole, students eligible for PP are behind non-PP, but not significantly. PiXL Wave tests with Year 11 show that our students, including PP, have performed well against the PiXL national picture.

Maths and English tuition has been used to support students who have fallen behind their peers. In Maths, for Years 7-9, all students improved on their baseline assessment, and gradual or significant improvements were evidenced for KS4 students who completed their post-intervention assessment.

Since the start of this 3-year strategy, we have developed more robust systems for identifying struggling readers through screening and diagnostic assessment, and now have a tiered intervention pathway. This means that students can now be matched to a literacy intervention appropriate to their individual reading needs. New interventions, such as Ruth Miskin's Fresh Start and Lexonik Advance, have been implemented reflecting the school's significant investment and commitment to rapidly improving literacy outcomes. Over the past 18 months, we have seen continuous improvement in reading outcomes at KS3 and a consistently positive trend (+1.9 average across Years 7-9) in terms of the mean difference between students' average starting point Standard Age Score and their most recent Standard Age Score. This work continues.

The school's Attendance Lead works strategically with the Attendance Officer and pastoral teams to improve attendance for disadvantaged students. There was a 3.39% attendance gap last academic year. However, attendance for all students has been above national both during and after the Covid-19 pandemic. Nevertheless, we still need to further support some members of our school community with attendance. An additional attendance officer has been recruited for 2022-23 and a member of the school's Achievement Team has been employed to focus on improving the attendance of targeted disadvantaged students.

Over the past two years, suspensions data has fallen and continues to fall.

Externally provided programmes

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

| Programme | Provider |
|---|---|
| <p>Football Beyond Borders works with young people from areas of socio-economic disadvantage who are passionate about football but disengage at school, to help them finish school with the skills and grades to make a successful transition to adulthood. They provide long-term, intensive support, built around relationships and young peoples' passions, in the classroom and beyond.</p> | <p>Football Beyond Borders, Impact & Policy (footballbeyondborders.org)</p> |

Service pupil premium funding (optional)

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| <p><i>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</i></p> |
| <p>N/A</p> |
| <p>The impact of that spending on service pupil premium eligible pupils</p> |
| <p></p> |

Further information (optional)

Over the past 6 months, we have been working with Marc Rowland, national Pupil Premium Expert Advisor for the DfE and Research School Network, as part of a wider piece of work to improve outcomes for disadvantaged students across The Prospere Trust. Our previous PP strategy document has been reviewed considering observations and discussions during school quality assurance visits carried out during this partnership. We will continue to work with Marc to reflect on his Trust findings and how we can continually improve our approach to closing the disadvantage gap.