

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	1033
Proportion (%) of pupil premium eligible pupils	49%
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	David Prophet, Headteacher
Pupil premium lead	Sue Burke, Deputy Headteacher
Governor / Trustee lead	Jane Jones, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	537,900
Recovery premium funding allocation this academic year	137,724
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>	675,624

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 delivers improved 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 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 community. 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 to secure a creative, happy, and successful future.</p>
2	<p>Attendance</p> <p>Attendance to school for all pupils remains a whole school focus. The attendance of some disadvantaged students is lower than their peers.</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. Pupils eligible for PP funding can be overrepresented in negative behaviour data including internal and external suspensions.</p>
4	<p>Language and literacy – reading and writing, oracy and vocabulary.</p> <p>Our observations show us that our disadvantaged students lack the oral language to be able to successfully 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> <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>
5	<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 2023-24 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.
<p>Improved attendance and reduced persistent attendance for all students.</p>	<p>The gap between PP and NPP students is minimal, and that the attendance improves for all pupils. Attendance to be at least in line with national figures.</p>
<p>Improved learning behaviours and self-regulation skills of our disadvantaged students.</p>	<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>
<p>Improved oral language skills and vocabulary among disadvantaged pupils across KS3 & KS4.</p>	<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 to indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of</p>

	<p>evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Lead staff in Maths, Science and English and Arts to train as Oracy Ambassadors to disseminate practice whole school.</p>
<p>Improved decoding, fluency and comprehension among disadvantaged pupils across KS3 & KS4.</p>	<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>
<p>Improved knowledge and cultural capital for all disadvantaged students.</p>	<p>Tracking of provision and participation rates indicates that students eligible for PP to monitor student's broader development 100% of students attend / take part in at least two experiences annually – trips, visits, visitors' workshops and extracurricular activities. All disadvantaged students take part in at least one aspirational careers event each year.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative and summative assessment.</p>

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: £ 140837.59

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 and foundation subjects– provide additional capacity for interventions and Access and Achievement Staffing.</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>

	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 three oracy champions from Core subjects.</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

	<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 learning platforms to support independent learning such as Bedrock, Sparks, Seneca, Educake, Language Nut and MS Teams.</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: £235370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy interventions 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> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p>	1, 4, 5
<p>Literacy interventions Purchase and implementation of Lexonik Advance, including training, resources and staffing.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Lexonik-Advance-NLT-evaluation-report-2022-Final.pdf</p>	1, 4, 5
<p>Literacy interventions Purchase and implementation of Lexia Power-Up, including training, resources and staffing.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 5
<p>Literacy interventions Additional Library resources</p>	<p>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.</p>	1, 4, 5

	<p>Their Phase 1 survey report published in conjunction with the 8d6dfb_a1949ea011cd415fbd57a7a0c4471469.pdf (greatschoolibraries.org.uk)</p> <p>reading_for_pleasure.pdf (publishing.service.gov.uk)</p>	
<p>Numeracy interventions Purchase of Sparks Maths (online student program) and mathematical textbooks</p>	<p>Opportunity for all - Strong schools with great teachers for your child (publishing.service.gov.uk)</p> <p>building a numerate nation report.pdf (nationalnumeracy.org.uk)</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1
<p>Teaching assistant deployment and interventions Recruitment and specialist training to deliver a range of SEND and literacy interventions.</p>	<p>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.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5
<p>One to one and small group tuition Recruitment of three 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: £356850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Pastoral support – 5 Pastoral Leaders (non-teaching) + 5 assistant 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>	<p>1, 2, 3</p>
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Additional EP time and assessment focus including additional Speech and Language provision</p>	<p>Better communication research programme - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3</p>
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>External one-to-one mentoring programmes (Football beyond borders, paint me Red, Irfan Christi, Sait Mentoring, play therapy, Lego Therapy, Therapeutic Inclusion Room)</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 additional 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>2</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>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <p>Homework club provision and teaching staff directed time one hour per week to ensure a wealth of extra-curricular provision.</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>	1, 2, 3, 6
<p>Breakfast clubs and meal provision</p> <p>Universal free breakfast for all students.</p>	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>National School Breakfast Programme EEF (educationendowmentfoundation.org.uk)</p> <p>Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk)</p>	1, 2
<p>Communicating with and supporting parents</p> <p>Parental liaison from pastoral and safeguarding and attendance teams (home visits etc) and financial support for student uniform as well as whole school parental events such as Culture evening and the musical.</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.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

Total budgeted cost: £ 733057.84

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

CHS South had their first set of external examination GCSE results in Summer 2023. Key Stage 2 attainment indicated that pupils entitled to PP funding has an average SAS score of 104 and NPP had an average SAS score of 105.5 on entry to CHS South.

Attainment and Outcomes

Targets: The school will achieve *at least*:

- an Attainment 8 score of 4.5 – **this was over target at 45.7**
- a Progress 8 score of 0 – this was -0.11 - **this is national average on DFE perf. tables**
- Grade 4+ 65%- **this was over target at 68%**
- Grade 5+ 45% - **this was over target at 47%**

SISRA *Collaboration Data* shows comparison between PP and NPP nationally from 1500 collaboration schools and shows a positive picture when pupils in receipt of PP funding nationally are compared to CHS South pupils in receipt of PP funding.

Progress difference of 0.13%

Students achieving 9-5 in E and M PP and NPP of 6.5%

Students achieving 9-5 in English difference between PP and NPP of 7.5%

Students achieving 9-4 in maths difference of 6.8%

Students achieving 9-4 in English and Maths difference of 2.8%

Students achieving 9-4 in English difference of 2.8%

Students achieving 9-4 in maths difference of 4.4%

Although there was a gap for English and Maths between PP and NPP pupils, when compared against Manchester High schools we rank 8th out of 29 mainstream high schools (only 2 of which aren't selective) for Positive PP performance for attainment in English and Maths.

Maths and English tuition was used to support students in small group interventions and Maths and English teachers allocated time for smaller group interventions so that pupils could be targeted effectively. The impact of this and quality first teaching in English and Maths is evidenced in the outcomes for Year 11 leavers.

There was a progress 8 gap of 0.3 which is in line with national Average progress for PP pupils.

At Key Stage 3 Year 9 pupils (current Year 10) finished the year with 47% of NPP and 41% PP students being secure or better in their curriculum knowledge. The gap between PP and NPP pupils

The average points score for each year group were:

Year 9 – PP 2.76 verses NPP 3.12 a gap of 0.36

Year 8 – PP 2.82 verses 3.09 a gap of 0.27

Year 7 – PP 3.08 verses 2.70 a gap of 0.38

Improved attendance and reduced persistent attendance for all students.

The school's Attendance Lead works strategically with the Attendance Officers and pastoral teams to improve attendance for disadvantaged students.

Nevertheless, we still need to further support some members of our school community with attendance. An additional attendance and safeguarding officer has been employed to support with this ongoing. An academic tutor has been employed to support learning virtually or home visits to support those who cannot attend school for example for medical reasons, so they are still accessing learning.

Whole school attendance 22/23 was 91.3%. PP was 89.2% and NPP 93.8% Gap -4.6%

Pupils entitled to PP funding were underrepresented in the persistent absence figures with 44.96% of the persistent absent pupils eligible.

Improved learning behaviours and self-regulation skills of our disadvantaged students.

Our suspension rate reduced for 22-23 and we are significantly below the Manchester Secondary rate with 4.1% of the school population compared to the Manchester average of 10.5%

External Suspensions: Out of 59 suspensions, 47 of them (79.97%) were students entitled to PP funding.

Behaviour points: Of negative points given 67.43% were issued to students entitled to PP funding.

Internal suspensions 71.3% were issued to pupils entitled to PP funding.

The Autumn Term has begun with explicit teaching of effective habits both in the classroom and around the school community to support regulated behaviours.

Pupils entitled to PP funding are prioritised for access the variety of pastoral interventions on offer to support their behaviour.

Oracy

Staff and whole school development of what effective oracy looks like in lessons with the use of explicit strategies has been introduced. Talk as a tool for learning with paired and choral reading and automaticity within speeches has been explicitly taught in classrooms and evidenced in learning walks. Whole school events such as The Oracy Showcase and Culture Night celebrates oracy across the school community. A member of staff from Maths, English, Science and the Arts have accessed training from School 21 to continue to develop curriculum-based strategies. Learning Walks executed half termly include oracy as a focus for learning walk data.

Literacy

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.

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 3 years 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.

There are three waves to support the development of literacy, Wave 1 – High Quality Teaching Offer with literacy strategies embedded in every curriculum area, Wave 2 – Curriculum interventions such as literacy and EAL support and guiding reading, Wave 3 – Bespoke interventions such as Lexonic and Fresh Start.

Form time reading takes place in two 30-minute sessions each week with the teacher reading to model what good reading sounds like.

Reading age attainment and progress over time headlines:

Each year students take their NGRT (reading test) and results show all year groups rank above national averages. There is a positive trend across KS3 in terms of the mean difference between their average starting point SAS scores and their finishing point SAS scores. The mean difference across Years 7-9 is +4.7. Year 10 data also reveals an increase of +3.1 and a 10% increase in reading levels at expected or above levels of progress. The percentage of pupils making 'much higher-than-expected progress' with their reading is double the national average.

Year 7 79% (+21%) Year 8 78% (+18%) Year 9 78% (+18%) Year 10 75% (+11%)

Those with **below expected reading ages** have **dropped** across all year groups.

Cultural Capital and Careers

Careers advise, college trips and meaningful encounters with employer's opportunities prioritised pupils eligible to PP funding in the first instance. The achievement team were utilised to support college applications and ensure pupils were supported in their transition. NEET figures demonstrate successful transition to education, employment or training as currently 1.7% of Year 11 leavers are NEET (well below Manchester and National targets)

Enrichment opportunities for all pupils are tracked and reported to the Governing Body to ensure all pupils have the opportunity to access a wealth of opportunities both in lesson and in

our enrichment curriculum and extra -curricular offer but where appropriate pupils entitled to PP funding are prioritised.

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
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.	Football Beyond Borders, Impact & Policy (footballbeyondborders.org)
Paint Me Red are a Manchester based, mentoring and development service provider! Providing mentors and delivering learning.	https://paintmered.org/
Me and You Education	https://www.meandyoueducation.co.uk/
42 nd Street	https://www.42ndstreet.org.uk/
Our Futures Careers Advice and Work Experience Provision	https://www.ourfutures.co.uk/

Further information (optional)

Over the last academic year, 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.