

Pupil premium strategy statement - 2022 – 2025

This statement details our school's use of pupil premium funding (and recovery premium for the previous academic year) 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	Penwortham Priory Academy
Number of pupils	760
Proportion (%) of pupil premium eligible pupils	28.16%
Academic year or years covered by statement	Sept 2022 – July 2025
Date this statement was published	December 1st 2023
Date on which it will be reviewed	December 1st 2024
Statement authorised by	M.Eastham, Principal
Pupil premium lead	L.Cowell, Vice Principal
Governor Trustee lead	R. Lancaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,903
Recovery premium funding allocation this academic year	£60,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£55,540 (Recovery Premium)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£278,933

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are that they learn to succeed and leave Penwortham Priory Academy equipped with the right skills and attitudes to help them succeed in life, contribute positively to society, and go on to further education, employment, or training.

The focus of our pupil premium strategy is to support all our disadvantaged students to achieve the objectives above, irrespective of any challenges they face. We will always consider the needs of vulnerable students, such as those who are 'looked after children', those with a social worker, those who are young carers, those who have parents within the armed forces; those with any period of disadvantage since the start of school age; and those who join us as transients. Activities outlined in this strategy are also intended to support pupils' needs, regardless of whether they are disadvantaged or not, and irrespective of their starting point, whether they have SEND needs and/or are higher prior attainers.

The key principle at the heart of our strategy plan is to ensure that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approaches will

- be responsive to common challenges and individual needs, but also the overall impact of the Covid 19 pandemic.
- be based on diagnostic assessment of data, not assumptions about the impact of disadvantage.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified.
- be adopted as a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Catch up as a result of the pandemic</u></p> <p>A minority of students have lost learning time as a result of the pandemic or since the 2021 return to face-to-face education. Those who would not engage due to emotionally based school avoidance (EBSA) and mental health issues were amongst the most affected.</p>
2	<p><u>Reading</u></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers at this school. This can impact their progress across a range of subjects.</p> <p>Assessment on entry to year 7 using data from WRAT testing has shown that typically, up to half of the disadvantaged pupils have lower levels of reading attainment and require intervention. They are prioritised for intervention.</p>
3	<p><u>Maths attainment</u></p> <p>Prior to summer 2022, the percentage of disadvantaged pupils achieving a positive P8 in Maths was lower than that of their non disadvantaged peers. We want to create a positive trend in data and achieved this in summer series 2022. This dropped again in the 2023 summer series.</p> <p>Diagnostic assessments suggest that pupils struggle with basic numeracy skills. Collaboration with primary feeder schools has shown similar trends in their data.</p>
4	<p><u>English Language and Literature attainment</u></p> <p>The percentage of disadvantaged pupils achieving a positive P8 in English is lower than that of their non disadvantaged peers.</p> <p>Diagnostic assessments suggest that weaker readers struggle with Comprehension.</p> <p>English Literature results were significantly lower than the national average in the Summer GCSE 2022 and 2023 outcomes. This was particularly so for middle and high prior attaining boys in 2023.</p>
5	<p><u>Progress of sub groups</u></p> <p>Data tracking over time showed lower GCSE attainment of high ability disadvantaged girls as a trend prior to 2022 summer results, this has been improved. We now need to focus on high and middle prior attaining boys.</p>
6	<p><u>Attendance</u></p> <p>Using comparable data sets (Sept to Dec annually), the gap between attendance of the non-disadvantaged and disadvantaged pupils was</p>

	narrowing and almost closed pre pandemic. The gap widened again post pandemic. Emotionally based school avoidance, medical and other issues are factors in some absence.
7	<u>Behaviour</u> Disadvantaged pupils are more often removed from class for disruption to learning than their peers.

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	Impact in 2022-2023
Pupils with gaps are identified and supported to catch up	<p>All disadvantaged pupils in need of home learning technology have access to this through school issued laptops.</p> <p>School-led tutoring addresses the needs of specific individuals with gaps, and these are filled and closed. Evidence of this will be seen in the pupil outcomes, their books, their progress reports.</p> <p>Pupils in need of social and emotional / pastoral support are enabled to access the relevant services. Feedback from pupils and parents of pupils accessing these services report a positive impact.</p>	<p>We have allocated all the laptops that we have to pupils. To increase access, we have invested in two class sets of laptops in charging trollies to date and these are being used to enhance learning in Humanities, Science and English.</p> <p>School-led tutoring in KS3 Maths through a weekly external tutor was brought to an end as whilst it had had some impact and did help us to identify gaps, it was not deemed impactful enough. Sparx Maths has been introduced for Maths Homework and Maths teachers are undertaking after school intervention in relation to progress in this.</p> <p>We used Manning's as an NTP and predominantly employed their services for small group English Language and Literature catch up with Yr 10 pupils. This was impactful as shown in pupil work and progress.</p> <p>We were able to plan for and open a Culture and Reflection room in Sept '23 with the addition of a new pastoral manager to address social and emotional pastoral support. This is having a positive impact on attendance and behaviour of specific pupils and in turn, reducing gaps in learning.</p>
Improved reading comprehension skills among disadvantaged pupils.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also recognise this improvement in lessons and in book scrutiny.</p>	<p>We spent funding on buying Reading Plus for all of KS3 and the weakest readers at KS4 so that we could more accurately diagnose areas of weakness and address them.</p> <p>Disadvantaged weakest readers in Yr 7,8, and 9 pupils were targeted for intervention. Whilst those who engaged the most with the programme made good progress, we recognised that we needed to refine our delivery strategy to make it more impactful.</p>

Decrease and aim to close the % gap in Maths attainment	KS4 outcomes demonstrate a sustained positive trend and disadvantaged pupils achieve in line with their non disadvantaged peers.	2022 Progress 8 for Maths: Non PP +0.49 PP +0.08 2023 Progress 8 for Maths: Non PP +0.25 PP -0.50 This continues to be a focus.								
Decrease and aim to close the % gap in English attainment	KS4 outcomes demonstrate a sustained positive trend and disadvantaged pupils achieve in line with their non disadvantaged peers.	2022 Progress 8 for English: Non PP -0.05 PP -0.51 2023 Progress 8 for English: Non PP -0.31 PP -0.96 This continues to be a focus.								
To improve the overall P8 of sub groups	KS4 outcomes demonstrate a sustained positive trend in the progress of disadvantaged pupils	Whilst data of the HPA PP girls was not maintained in 2023, there was only one pupil in this cohort in the year group. Overall Progress of Disadvantaged pupils has fluctuated over time: <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.49</td> <td>-0.37</td> <td>-0.77</td> </tr> </tbody> </table>		2021	2022	2023	P8	-0.49	-0.37	-0.77
	2021	2022	2023							
P8	-0.49	-0.37	-0.77							
To achieve and sustain improved attendance for disadvantaged pupils	Disadvantaged pupils attend school regularly and attendance data equals or betters national data. There is a reducing in-school gap between the PP and Non PP cohort.	The in-school gap between PP and non-PP pupils was 8% for academic year 2022-2023. PP attendance was 3.3% lower than national in 2023. However, this data is currently improving.								
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports, class observations and remove data suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by remove data showing that disadvantaged pupils are no more likely to be removed from lesson for poor behaviour than their disadvantaged peers.	Under our 'warn, move, remove, behaviour management system, disadvantaged pupils were no longer more likely to be removed from lesson than non-disadvantaged pupils.								

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: **£180,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing use of reading programmes, reciprocal reading strategies and disciplinary reading.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand texts in all subjects.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,7
Enhanced use of IDL Literacy, Bedrock and Reading Plus	<p>To increase reading and spelling ages for children with low literacy levels.</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 5

	The reading framework - GOV.UK (www.gov.uk)	
Developing our in school strategy termed 'Everybody Reading' where students regularly read appropriate challenging texts.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Staff being trained in reciprocal reading strategies will enhance this experience and be a transferable skill they will be able to use in their own disciplines.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied at school, and when they involve active and meaningful use of any new vocabulary. The Everybody Reading approach will model inference through the use of structured questioning.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2,4
Enhancing the reading culture and ethos across the curriculum, augmenting the reading that is already in SOL, further developing literary events.	<p>We will look to collaborate with other schools on their approaches to reading.</p> <p>We will investigate the use of Reading Plus for intervention.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1, 2

	<p>The reading framework - GOV.UK (www.gov.uk)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>The reading framework - GOV.UK (www.gov.uk)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Insisting on the use of tier 2 and tier 3 vocabulary in spoken and written work, enhancing pupils' understanding of prefixes and suffixes and use resources such as Frayer models and PiXL unlock improves pupil literacy.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6,7
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf</p>	4, 5

<p>We will continue to facilitate cross-phase work with our feeder primary schools. This will include our staff going into schools to teach some Yr 5 lessons, and primary teachers visiting Priory.</p>	<p>f (educationendowmentfoundation.org.uk)</p> <p>The Maths team are engaged in CPD on Mastery. The EEF states that the effects are higher in mathematics and science (+6 months) than reading (+3 months).</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Collaboration with feeder primary schools has shown areas for improvement as: ordering negative numbers, finding the perimeter of rectangles and simple shapes, multiplying using place value and dividing by remainder.</p> <p>We will invest in SPARX for Maths homework. Personalised intelligent practice, proven to boost student grades. Sparx Maths</p>	
<p>We will enhance the support for English incl. recruitment of new staff.</p> <p>We will conduct an external review of the subject.</p> <p>We will enhance collaboration with other good and outstanding departments.</p> <p>We will ensure our curriculum is aligned with the research summarised in the</p>	<p>Enhanced support and collaboration will expose and support any changes that need to be made to drive up outcomes.</p> <p>Research review series: English - GOV.UK (www.gov.uk)</p>	4

Ofsted Research Review of English.		
Investing in digital technology for use in the classroom.	<p>We will provide banks of laptops in the classroom to enhance the teaching and learning experience for all and ensure equity of access.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5
The Lead Practitioner for Teaching and Learning is leading on the development of metacognitive skills for pupils.	<p>Metacognitive and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>It is felt that to give children these skills will enhance their feelings of belonging in the school community and give them more self-regulatory skills which, whilst useful in the academic / learning setting of a classroom, will also help them to self-regulate behaviours which may reduce the frequency of behaviour that leads to removal.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	3,4,5,7
Engaging in NPQs and having staff who are delivering the Early Career Framework.	<p>At least one and often more staff are undertaking each of the NPQs to enhance practice.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These</p>	2, 3, 4, 5, 6, 7

	<p>exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>Funding will be allocated to release staff to attend training.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
Retention of staff	<p>Creating the posts of Lead Practitioner for Digital Transformation and Lead Practitioner for Personal Development in 2022, an additional pastoral manager and a Lead Practitioner for Maths 2023 will enhance development.</p> <p>Retaining highly experienced staff is essential to the development of key areas of the school and the inspection framework.</p> <p>Allowing more flexibility such as through part time contracts, makes sure teaching remains an attractive career as lifestyles and aspirations change.</p> <p>Creating a culture where staff wellbeing and workload are addressed positively will serve to retain staff too.</p> <p>Teacher recruitment and retention strategy - GOV.UK (www.gov.uk)</p>	3, 5, 6, 7

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Asking our own staff to deliver aspects of the school led tutoring will enhance the experience for pupils as the relationships are already established, and prior knowledge of the pupils and their progress is key.</p>	<p>1</p>
<p>Enhancing our use of digital technology to a) ensure that pupils can access the curriculum at home, when necessary, b) teachers and pupils use digital technologies to enhance their educational experiences in school.</p>	<p>Broadly speaking, technology can be beneficial for pupils, but it depends on a range of factors including the context, the subject area, the content, the pedagogy, access to technology, training/support, the length of the intervention and how it is integrated with other classroom teaching.</p> <p>We will aim to provide all those disadvantaged pupils who need technology to access learning from home, are provided with this.</p> <p>Staff use of digital technologies to enhance learning will ensure continuity for any child missing education for any reason.</p> <p>Using Digital Technology to Improve Learning EEF</p>	<p>1</p>

	educationendowmentfoundation.org.uk	
Self-esteem classes	Acting to improve the self-esteem of adolescents can positively impact on their academic progress Microsoft Word - 1. Self Esteem FullPaper (ssrn.com) Rosenberg Self Esteem Scale (growing-self-esteem.com)	5, 7
Mentoring	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	5,7

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

Budgeted cost: **£43,933**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>An assistant head working full time as a member of the pastoral team to engage families and deal with any aftermath of the pandemic and its impact on attendance and wellbeing.</p> <p>Staff trained as mental health first aiders.</p> <p>Continuing to support the emotional wellbeing of all our pupils including those who are disadvantaged.</p> <p>Employing a careers advisor who will prioritise appointments for disadvantaged pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. DfE’s Improving School Attendance advice.</p> <p>Counselling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals. Early intervention can help prevent worries and anxiety escalating into more serious mental health issues.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</p> <p>Research from the EEF states that “impartial career guidance, is key to supporting young people’s transitions into education, training and employment” They also point out that “Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career” Careers education EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6</p>
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<p>Provision of uniform, PE kit, transport, sundries that prove barriers to attendance.</p>	<p>Young people may be unable to engage in services because their basic needs are not being met, through a lack of access to food, money and technology. Providing for young people's basic needs can also help to build a positive relationship with families and communities, which can support better engagement with young people as well.</p> <p>YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic-FINAL.pdf (youthendowmentfund.org.uk)</p>	<p>5, 6</p>
<p>Provision of ingredients for Food Technology lessons</p>	<p>Shopping for and preparing all ingredients for all pupils takes the stigma away associated with not being able to pay.</p>	<p>5, 6, 7</p>

<p>Employment of a school counsellor, Charlotte Lowe Psychological Services Charlotte Lowe Psychological Services and Jamie Pilling, JEP Youth Engagement Jamie Pilling - Founder & Director of Youth Engagement - JEP Youth Engagement LinkedIn – early intervention for vulnerable pupils.</p>	<p>Interventions for secondary age pupils tend to be more effective (+5 months)</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Providing digital technologies in the remove room</p>	<p>Facilitating pupils taking part in live lessons if removed from class because of behaviour issues will ensure they are still able to access the same curriculum as their peers and are less likely to fall behind.</p>	7
<p>Providing an annual summer school for our incoming Yr 7 pupils</p>	<p>This will predominantly be to ease transition for all pupils but has served to particularly aid those who are at risk of becoming EBSA pupils as the social aspect of meeting new friends and getting used to a new environment in a fun and friendly way has proved invaluable since we started the free summer schools.</p> <p>Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities has helped to promote engagement and take up of our summer school so that two thirds or more of the incoming year group attend annually.</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £ 278,933

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 2022 to 2023 academic year.

Overall P8 for Pupil Premium pupils was -0.77 which shows that our outcomes for disadvantaged pupils are not yet stable and showing a positive trend and we must continue our focus on the areas identified for improvement. We use SISRA analytics to examine our data. *N.B. whilst funding expenditure is discussed below, see our Recovery and Catch-Up Statement for more detail.*

Progress in relation to challenges identified -

Challenge 1: Catch up as a result of the pandemic

We were able to engage disadvantaged EBSA pupils in alternative provision and some are now accessing school part time. We have developed a pastoral room (Culture and Reflection) and employed an additional pastoral manager to further engage with EBSA, more vulnerable pupils and those who may need additional behaviour management support. How we spent money in 2022-2023:

Recovery Premium – in 2022-2023, we spent £32,718.31 on:

- Summer School (£8005) – the rationale being that we have found that by running a summer school annually, which up to two thirds of the year group attend, we positively impact on pupils with fears of attending high school and quickly overcome any transition.
- Bedrock (£14,303.31)
- Reading Plus (£10,410)

Tutoring – we spent, £35,856.54 on school-led tutoring and external NTP providers – we predominantly used Manning's, our own staff, an ex TA and a school sourced Maths tutor.

Challenge 2: Reading

We were able to buy Reading Plus as an intervention package predominantly aimed at KS3. Disadvantaged pupils in KS3 in need of support to improve reading embarked on using this package to close gaps. This was most effective at the Year 7 of 2022-2023.

Bedrock has been rolled out to all KS3 as a HW activity and there is high engagement with this.

- Bedrock (£11,919.42)

- Reading Plus (£8,675)

All subjects have engaged with 'EEF Improving Literacy in Secondary Schools' and as a result assimilated Disciplinary Literacy strategies into their curriculum. There is a heightened emphasis on reading within subjects and across the school.

We were able to begin, review and refine the delivery of our Everybody Reading strategy.

There is a working party dedicated to enhancing the reading culture and experiences in school.

We have enhanced our collaboration with primary schools regarding reading.

With the help of Reading Plus, we are beginning to provide further targeted intervention than we have previously.

Challenge 3: Maths attainment

The Maths subject progress index for disadvantaged pupils was positive in 2022. This progress is not yet a trend and remains a focus.

2022 Progress 8 for Maths:

Non PP +0.49 PP +0.08

2023 Progress 8 for Maths:

Non PP +0.25 PP -0.50

This continues to be a focus.

Challenge 4: English attainment

English Language results for disadvantaged pupils continued to have negative subject progress index in 2023 though did not significantly change from 2022. English Literature results were lower than the previous year.

We undertook an external review of the English curriculum in 2022-2023 on the basis of the results.

There has been new leadership in the department since September 2023, we have changed exam board and are creating a new curriculum at present.

2022 Progress 8 for English:

Non PP -0.05 PP -0.51

2023 Progress 8 for English:

Non PP -0.31 PP -0.96

Progress in English continues to be a focus.

Challenge 5: Progress of sub groups

High prior attaining disadvantaged pupils (6) were predominantly male in 2023. Of these, 4 had negative SPI. We continue to address the needs and progress of sub groups on an annual basis.

Challenge 6: Attendance

Attendance of disadvantaged pupils remains a priority. Challenges around wellbeing and mental health remain significantly higher than before the pandemic and this is having a direct impact on attendance. This is most noticeable in the Yr. 11 cohort of 2023-2024.

The in-school gap between PP and non-PP pupils was 8% for academic year 2022-2023. This was 6% in 2022 and broadly in line with national attendance data.

PP attendance was 3.3% lower than national in 2023. However, current data shows an improving trend.

Challenge 7: Behaviour

We use a 'warn, move, remove' system for behaviour. Data shows that for comparable time periods Sept to Dec 2022 vs 2023, % of PP pupils warned was similar however, % of PP pupils moved or removed has halved in 2023.

Internal isolations in the C&R room have decreased significantly in line with this drop.

Wider strategies:

As part of our wider strategies to impact on behaviour, attendance and progress of this cohort, in 2022-2023, we spent:

- £133 - providing ingredients for Food lessons.
- £302.50 – on transport for pupils to come to school
- £3482.10 – on items of uniform
- £2305.30 – providing books and Author experiences to enhance reading
- £480 – on teaching and learning sundries
- £684.12 – enabling greater access to Sport beyond school
- £151.74 – providing things to enhance personal development and enable pupils to start their own clubs

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	
Accelerated Reader	
IDL	
Sparx Maths	
White Rose Maths	
Seneca Learning	
Massolit	

Further information (optional)

We are working with feeder primary schools on a variety of working parties. Our Curriculum working party seeks to make the transition from primary to secondary more seamless by ensuring that we know what is taught when and why at each key stage. We have also offered expertise, facilities, staff and resources to enhance the primary curriculum.

Our Digital Technologies working party seeks to share the best of our knowledge about the use of Microsoft Teams as, during the pandemic, we were able to successfully provide high quality live learning online for all our pupils.

Our Sports Partnership initiative seeks to support Sports for our feeder primaries in whatever guise they deem necessary.

We are increasing access to experiences that add breadth to the curriculum offer for all pupils through DofE, leadership roles, trips and visits, extra-curricular clubs. Disadvantaged pupils will be encouraged and supported to participate.

An eco-committee has been set up in the academic year 2022

Our personal development programme has been enhanced to provide even further breadth, opportunity and recognition for engagement.

We have been able to expand our pastoral services from September 2023.

All staff are informed about support offered to our disadvantaged pupils and their roles and responsibilities are communicated in meetings.

We monitor behaviour of disadvantaged pupils through Synergy. We use appropriate strategies to support these students and disseminate to teachers/parents to ensure a coherent approach.

We provide a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as sporting teams, various clubs, drama, theatre trips, cultural visits and activities such as The Duke of Edinburgh's Award. These all develop life skills such as confidence, resilience, and socialising, not to mention enhancing cultural capital. Disadvantaged pupils are encouraged and supported to participate. The SLT Take an active role in monitoring the climate for effective learning of disadvantaged pupils by visiting lessons and talking to students about their progress.

Governors are regularly updated on the progress of disadvantaged pupils. Governors interrogate data and challenge relevant staff on the past/present progress of disadvantaged pupils (including gaps). Disadvantaged pupils are actively discussed at Curriculum Standards committee meetings

In planning our Pupil Premium Strategy we have used the EEF's
[EEF Implementation Guidance Report 2019.pdf](#)
(educationendowmentfoundation.org.uk)