# Pupil premium strategy statement – The Kingsway School

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** |
| --- | --- |
| Number of pupils in school | 1335 |
| Proportion (%) of pupil premium eligible pupils | 26.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 31st December 2022 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mr R Knott  Acting Headteacher |
| Pupil premium lead | Mrs A Griffith  Assistant Headteacher |
| Governor / Trustee lead | Helen Wilkinson |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £364.450 |
| Recovery premium funding allocation this academic year | £111,295 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £0 |
| National Tutoring Programme - School-Led Tutoring Grant | £63,027 |
| Total budget for this academic year | £538,772 |

# Part A: Pupil premium strategy plan

## Statement of intent

| Our intention is that all students, irrespective of their background, vulnerability or academic starting point, make good progress and achieve high attainment across the curriculum. Furthermore, we aim to support students to become emotionally healthy young adults who are well prepared for the next stage in their education. Our school ethos is for students to always be the best version of themselves. The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals.  Our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress, and some of our highest attainers form part of this group. As well as considering the challenges faced by our socio-economically disadvantaged students, we will also consider other vulnerable students such as those with a social worker, those who are LAC or post-LAC, those who are young carers and those with SEND needs.  Our evidence informed Pupil Premium strategy is rooted in the knowledge that high quality teaching, targeted academic interventions and wider approaches are the most effective ways to support students to achieve our goals (EEF Guide to the Pupil Premium). Assessment, not assumption drives our strategy. High quality evidence, alongside our expert knowledge of our students, drives our decision making.  High quality first teaching is at the heart of our approach, as evidence shows that this has the greatest impact in terms of raising the attainment of disadvantaged students. We aim to create a curriculum which is challenging in both content and implementation, supports the development of literacy and numeracy and develops students’ cultural capital. Through continuing professional development for our staff, we will constantly strive to ensure that every teacher is supported to keep improving to meet the needs of the students they teach.  Targeted academic support will also be a key element of our strategy. We will use robust data to identify areas of underachievement, and we will then use a waved model of early interventions to address this in a systematic way, including through school-led tutoring. Literacy interventions are also fundamental to our strategy as we know that closing the language gap is a significant factor in closing the disadvantaged gap.  We understand that barriers to learning are not just academic, and we employ wider strategies to ensure students can overcome the challenges they face and are supported, particularly in relation to well-being and emotional health. We aim to respond to emerging needs with early interventions.  Finally, we adopt a whole school approach in which all staff take responsibility for disadvantaged students’ outcomes and have high expectations of what they can achieve. |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Achievement  The attainment and progress of disadvantaged students is lower than that of their peers, especially in maths.  2022: Disadvantaged students Progress 8 -0.57 compared to 0.26 for non-disadvantaged students. Disadvantaged students Average Attainment 8 4.29 compared to 5.59 for non-disadvantaged students. |
| 2 | Literacy  Assessments, observations and discussions with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers.  On entry to year 7 in the past 3 years, between 20-35% of our disadvantaged students arrive with below age-related expectations compared to 12-18% of their peers. This gap persists during students’ time at our school. |
| 3 | Impact of pandemic  Our assessments, observations and discussions with students and families suggest that the education and well-being of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.  This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths. |
| 4 | SEMH needs  Our assessments, observations and discussions with students and families have identified social and emotional issues for many students such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged learners, including their attainment.  Internal records show that the number of students with SEMH needs remains high. 166 students, 70 of whom are disadvantaged (42%) currently require additional support. |
| 5 | Attendance and Exclusions  In 2021-2022 38.8% of disadvantaged students have been persistently absent compared to 18.4% of non-disadvantaged students.  Our attendance data also indicates for last year that attendance among disadvantaged students was 5% lower than their non-disadvantaged peers.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress and attainment.  From 2017-2021, the proportion of disadvantaged students excluded from school has risen year on year. In 2021-2022 35% of the incidences of fixed term exclusions were disadvantaged students. Of the 110 students who received a fixed term exclusion during this period, 34 were disadvantaged students (31%). |

## 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** |
| --- | --- |
| Improve the progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on maths | By 2024 KS4 outcomes demonstrate that disadvantaged students achieve:   * an average Attainment 8 score of 4.79 * an average Progress 8 score of -0.07 * at least 45% achieve a grade 5 in maths & English * a narrowing of the average Attainment 8 gap compared to their non-disadvantaged peers to -0.6 * in line with national average attainment of all students |
| Improve reading comprehension among disadvantaged students across KS3 | Reading comprehension tests demonstrate an improvement in comprehension skills, meaning more students are meeting age related expectations following a waved intervention strategy.  By September 2023, the curriculum offer in all subjects includes greater opportunities for building reading competence. School self-evaluation shows evidence of improved engagement in lessons because of the way reading is supported, nurtured and strengthened.  There is evidence of a passion for reading in the school; in the classroom and beyond. |
| To achieve and sustain improved wellbeing for all students, including those who are disadvantaged | Sustained high levels of well-being by 2024 demonstrated by:  qualitative data from student voice, student and parent surveys and teacher observations  a significant increase in participation in enrichment activities, particularly among disadvantaged students. |
| Increase and sustain improved attendance for all students, particularly disadvantaged students  Decrease in persistent absence for all students and decrease in proportion of disadvantaged students with persistent absence | By 2023-2024 the overall absence rate for all students is no more than 5% and the gap between disadvantaged students and non-disadvantaged students has reduced by 50%.  By 2024, the percentage of all pupils who are persistently absent is below 15% and the figure among disadvantaged students is no more than 30% lower than their peers. |
| Decrease in number of exclusion incidents for disadvantaged students  Decrease in the number of disadvantaged students receiving exclusions | By 2023-2024, incidences of fixed term exclusions involving disadvantaged students is below 30%.  By 2023-2024, the proportion of excluded students who are disadvantaged students is reduced to 25% |

## 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: £270,000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Improve literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.  We will appoint a literacy leader to implement a programme for the development of literacy at Kingsway  We will fund CPD to ensure leaders, HoDs, SEND team and teaching staff and learning support assistants have an up to date understanding of the latest research, policies and developments in relation to Literacy and SEND and know how to support students with low literacy levels in the classroom.  We will support subject leaders to embed explicit literacy teaching in the curriculum to build reading competence | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>  Reading comprehension, vocabulary and other literacy skills are heavily linked to attainment in maths and English:  <https://www.oup.com.cn/test/word-gap.pdf>  There is a significant correlation between students’ reading ability and eventual performance across all subjects at GCSE, which is just as strong in maths and science as it is in arts subjects:  <https://camdenlearning.org.uk/wp-content/uploads/2020/03/GL-Assessment.pdf> | 1, 2, 3 |
| To implement a bespoke Professional Growth CPD programme.  All teachers will engage in research groups tailored to their individual CPD needs  All teachers will have opportunities for in house individual coaching with OLEVI accredited coaches, with time built into the timetable for this. | Quality first teaching for all is the most important lever schools have to improve outcomes for disadvantaged students:  <https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf>  EEF’s 2020 SEN Guidance Report states that high quality teaching for all is an essential for teaching SEND students effectively:  <https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf> | 1, 2, 3 |
| To provide CPD to staff on application of behaviour policy, relentless routines, smart starts to lessons and creating a positive learning culture in the classroom, to ensure staff are highly skilled and there is consistency of approach across the school. | Effective classroom management can reduce challenging behaviour and pupil disengagement. Improving classroom management usually involves intense training with teachers. Consistency across the school is key:  [Improving Behaviour in Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) |  |
| Enhancement of our maths teaching and curriculum offer in line with DfE and EEF guidance  We will implement the teaching of Mastery Maths at KS3, with a focus on year 7 initially, rolling through into year 8  We will fund teacher release time and training to embed the Mastery Maths into the curriculum | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Teaching mathematics at key stage 3 - GOV.UK](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3)  To teach maths well, teachers need to assess students’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:  [Improving Mathematics in Key Stages 2 and 3 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)  [Mastery learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 1, 3 |
| Ensure that Early Career Teachers (ECTs) receive excellent support in developing behaviour management, pedagogy, curriculum, assessments and professional behaviours.  Access to fully funded DfE Early Careers Teachers programme, in partnership with the DfE approved provider Teach First and EDF (Educational Development Fund) for the duration of the induction phase  Early Careers Teachers conferences  Subject specific support  A strong ECT offer will ensure protected, regular time for timetabled mentoring and coaching for ECTs. | “During induction, it is essential that ECTs are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching” (ECT 2019)  EEF 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.  [Early career framework - GOV.UK](https://www.gov.uk/government/publications/early-career-framework) | 1, 2, 5 |
| Senior Leadership CPD - Participation in a EEF CPD research project “Making a Difference to Disadvantaged Learners” to ensure our disadvantaged strategy lead has the knowledge and skills required and our school strategy follows best practice based on evidence and effective implementation. | The aims of the research project set out by EEF are:  Build a rich picture of how disadvantage affects pupils and families in your context  Select evidence-informed strategies that target actual need  Achieve precision around exactly what these practices involve (their active ingredients)  Implement them well – more on this later  Understand that the process is what really matters: the document on the website is the tip of the iceberg  [The EEF Guide to the Pupil Premium](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf) | 1, 2, 3, 4, 5 |

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

Budgeted cost: £135,000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and School-Led Tutoring across core and Ebacc subjects for students whose education has been most affected by the pandemic. A significant proportion of those receiving tuition will be disadvantaged.  We will provide small group wave 2 interventions with expert tutors across all core and Ebacc subjects for carefully selected students at risk of underachievement.  We will provide 1-1 wave 3 interventions for students who are significantly underperforming. | Tuition targeted at specific needs and knowledge gaps can be an effective method to to support low-attaining students, and those who have fallen behind, both one to one:  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition  and in small groups:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision:  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time | 1, 2, 3 |
| Formulate and implement a waved model of intervention for key cohorts at KS3 with reading gaps and develop an effective tracking system to monitor and evaluate the impact of reading interventions  We will purchase reading intervention programmes (Lexicon, Toe by Toe, Grow at KS3)  We will employ a co-ordinator to plan and implement the interventions, and staff to deliver the interventions | Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a short time span:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Small group tuition is most likely to be effective if it is targeted at students’ specific needs. Diagnostic assessment can be used to assess the best way to target support:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 2, 3 |

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

Budgeted cost: £135,000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Appointment of Associate Assistant Headteacher with responsibility for SEMH needs who will oversee a programme of interventions to support the emerging SEMH needs of our students  We will triage students based on their needs so that they and their families can be given or directed to the most appropriate support.  Planned interventions in school include mental health peer mentoring, adult facilitated support groups based on area of need (anxiety, young carers, challenging relationships at home, LGBTQ+), access to calm spaces at break and one to one counselling.  External providers will be used to facilitate more specialist needs such as interventions around drugs/alcohol and harmful sexual behaviours - these both being the causes and consequences of SEMH needs for some of our students. | Students should be taught how to manage their emotions:  [How to be evidence informed whilst… | Charles Dickens Research School](https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-whilst-developing-a-mentally-healthy-school?utm_source=durrington&utm_medium=search&utm_campaign=site_search&search_term=wellbeing)  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment. 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. Social and emotional learning [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 3, 4, 5 |
| We will fund CPD for teaching and support staff to ensure that they have the required knowledge, skills and strategies in order to best support students with safeguarding, welfare and SEMH difficulties, especially when their difficulties manifest themselves as poor behaviour in the classroom.  CPD will also serve to ensure all staff are adept at early identification of SEMH needs so that interventions are timely and impactful.  All PHoYs will receive Mental Health First Aid Training.  All staff will receive deescalation training. | The EEF Improving Behaviour in Schools Guidance report states that we should know and understand our students and their influences, and that good relationships are essential to good behaviour:  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1671457411>  Students should be taught how to manage their emotions:  [How to be evidence informed whilst… | Charles Dickens Research School](https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-whilst-developing-a-mentally-healthy-school?utm_source=durrington&utm_medium=search&utm_campaign=site_search&search_term=wellbeing) | 1, 3, 4, 5 |
| Inclusion provision to provide interventions for a small number of students who are most severely affected by SEMH needs in order to support them to access education and improve their attendance:  We will set up the “Home” with the purpose of supporting students with SEMH needs and as a transition to support students who have been absent from school to reintegrate.  We will set up the “House” to support students that are at risk of exclusion. | SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  The EEF Improving Behaviour in Schools Guidance report states that schools should use targeted approaches to meet the needs of individual students in their context, and that universal approaches to behaviour management are unlikely to meet the needs of students with more challenging behaviours  [Improving Behaviour in Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | 1, 3, 4, 5 |
| Embed principles of good practice set out in DfE’s Working Together to Improve School Attendance  [Working together to improve school attendance - GOV.UK](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)  This includes the continuation of the broken week staged process for persistent absentees, and implementation of a plan to deal with severely absent students. School will employ a PHoY for each year group with a specific responsibility for attendance and well-being, as well as a family outreach worker. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:  [Working together to improve school attendance - GOV.UK](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf) | 1, 3, 5 |
| Targeted uniform support for disadvantaged pupils | Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. It is important to consider how to support families that may not be able to afford uniform:  [School uniform | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform) | 5 |
| Disadvantaged students will be supported to ensure they are able to fully access the school curriculum and participate in enrichment activities, alongside their peers.  We will purchase equipment and kit for students who need it.  We will support disadvantaged students financially so that they are able to participate in school trips and enrichment activities | Enrichment activities can be subject to financial barriers for pupils from deprived backgrounds. It has moderate impact for very low cost based on moderate evidence (3+ months). Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported:  [Arts participation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 1, 3, 4 |
| We will purchase Academy 21 in order to provide online continued educational provision for a small number of students, including disadvantaged students, who are unable to attend school either due to anxiety or because their behaviour prevents them from accessing learning in school. | Our own experience tells us that this small group of vulnerable students are at risk of educational failure due to the difficulties they face and we believe this programme will enable them to access continued education provision. | 1, 2, 3, 4, 5 |
| We will host a transition summer school to support year 6 students with a smooth transition and personal development, as well as providing a range of enrichment activities. We will target disadvantaged and vulnerable students including SEND students and LACs. | Research undertaken by EEF suggests that summer schools “can offer additional experiences and activities which might be valuable in and of themselves or be used to increase engagement, alongside academic support.  [Summer schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools) | 1, 3, 5 |
| Careers guidance  Carefully structured careers provision and programme with universal and tailored models. Use of independent careers advisors. We will target disadvantaged students. | Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.  [Good Career Guidance | Education | Gatsby](https://www.gatsby.org.uk/education/focus-areas/good-career-guidance) | 4 |
| Contingency fund for acute issues | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified | 1, 2, 3, 4, 5 |

**Total budgeted cost: £** *540,000*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| We have analysed the performance of our school’s disadvantaged students during the 2021/2022 academic year using key stage 4 performance data and our own internal assessments.  For 2022, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was -0.57 compared to 0.26 for non-disadvantaged students. For Average Attainment 8 (which is a measure of GCSE attainment across 8 subjects) for our disadvantaged students, it was 4.29 compared to 5.59 for non-disadvantaged students. See DfE guidance for more information about KS4 performance measures: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>  DfE has strongly discouraged comparison of a school’s 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021-2019.  We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). The national Average Attainment 8 score for disadvantaged students in 2021-2022 was 3.75 and for non-disadvantaged students it was 5.26. For Progress 8, the national average score for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.16.  Key stage 4 data and our own internal assessments suggest that, despite some strong individual performances and evidence of impact of actions taken to address underperformance in specific areas, the progress and attainment of the school’s disadvantaged students in 2021-2022 was overall below our expectations.  The gap between the Progress 8 score for our disadvantaged and non-disadvantaged students has grown slightly since the start of the pandemic (2019 data) by 0.17. The gap between the Average Attainment 8 scores for our disadvantaged and non-disadvantaged students has remained broadly in line since pre-pandemic (a difference of 0.07).  Our analysis suggests that the reason for the underperformance of disadvantaged learners is the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students. Lower levels of reading comprehension of disadvantaged students compared to their peers is still a major challenge for us and improving this will be central to our planned activity in 2022-2023, as progress with this challenge in 2021-2022 was below our expectations. Furthermore, a significant number of our disadvantaged students experience social and emotional difficulties which is currently a barrier to learning and progress. Developing further support to help these students to overcome their difficulties will also be central to our planned activity in 2022-2023.  Absence amongst disadvantaged students was 5% higher than their peers in 2021-2022 and persistent absence was 19.4% higher. Our analysis suggests that the ongoing impact of the pandemic in terms of disrupted school routines and increased social and emotional issues has contributed to this. We recognise that this gap is too large, which is why raising the attendance of our disadvantaged students is a focus of our current plan.  Our planned activity for 2021-2022 included CPD and staff release time in order to enhance the teaching of maths and science in order to provide key training and develop high quality schemes of learning, with incisive and accurate assessment. Subsequent internal curriculum reviews and school self-evaluation activities have shown impact in these areas.  Overall, these results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023-2024 as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation and evaluation processes. |
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## 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** |
| --- | --- |
| NTP Tutoring | My Tutor |

# Further information (optional)

| Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * Embedding more effective practice around feedback. EEF evidence suggests that this has significant benefits, particularly for disadvantaged students. [Feedback | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) * Embedding adaptive teaching methods, including scaffolding, so that all students, regardless of their prior attainment, are supported to achieve high standards.[EEF Blog: Assess, adjust, adapt – what does adaptive teaching mean to you?](https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you) * Ensuring all stakeholders understand our plan by providing information to students and their families about what support, including targeted interventions, they will receive, how the curriculum will be delivered and what is expected of them. This will help to address concerns about learning loss; one of the main drivers of student anxiety. * Utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD for staff training on well-being, to support students with mild to moderate mental health and well-being issues, many of whom are disadvantaged. * Offering a wide range of high-quality extra-curricular activities to boost well-being, behaviour, attendance and aspiration. Activities (e.g. the Duke of Edinburgh award) will focus on life skills such as confidence, resilience and social skills. Disadvantaged students will be encouraged and supported to participate.   **Planning, Implementation and Evaluation**  In planning our pupil strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected  We triangulated evidence from multiple sources of data including exams, assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF’s families of school’s database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.  We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.  We participated in an EEF research project with other local schools, receiving training and support to ensure our school strategy follows best practice based on evidence and effective implementation.  We used the EEF’s implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.  We have put a robust evaluation framework in place for the duration of our strategy and will adjust our plan over time to secure better outcomes for pupils. |
| --- |