

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Birkenhead Park School
Number of pupils in school	762
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2023/2024
Date this statement was published	16/12/2022
Date on which it will be reviewed	01/09/2023
Statement authorised by	Peter Mee Head of School
Pupil premium lead	Peter Mee Head of School
Governor / Trustee lead	Mike Kilbride CEO / Executive Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£487,575.00
Recovery premium funding allocation this academic year	£138,276.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£625,851.00

Part A: Pupil premium strategy plan

Statement of intent

The Birkenhead Park School serves an area of Wirral where the level of social deprivation is in the 10% most deprived areas of the country. The school is a smaller than average sized secondary school, operating within a selective Local Authority. There are 762 students on roll, with more boys than girls (57%/43%). Student numbers joining the school in Year 7 are increasing each year: Year 7: 158 / Year 8: 153 / Year 9: 159 / Year 10: 154 / Year 11: 138

The proportion of disadvantaged students is very high (71%). The school currently has 19 Looked After Children on roll. Most students are of White British heritage. Few students come from minority ethnic backgrounds or speak English as an additional language (12%), although this number is increasing. The proportion of SEND students is high and more than double the national average. The prior attainment for students on entry is significantly below the national average.

Student mobility is very high. During the 2021-22 academic year, 78 students permanently joined or left the school across all year groups. 18% of the Year 11 cohort in 2021-2022 did not start the school in Year 7, with 7% of them joining the school in KS4. This profile is similar across all year groups.

Pupil Premium Promise: Quality First Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on intervention to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practice key techniques collectively as a staff through a robustly designed CPD programme and engineer more tailored practice during one-to-one collaborative coaching sessions by our Teacher Educators.

Our pedagogical approach to improving learning is underpinned by a clear focus on responsive teaching and high quality questioning. We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimize them. For example, we have worked previously with the Ambition Institute, whose sole focus is on improving outcomes for schools in challenging circumstances. Through working with the Ambition Institute, we were able to ensure that our implementation of strategies is not only based upon effective research and the science of learning, but is fully evaluated for effectiveness. In addition we have worked closely with Cradle to Career, this has allowed us to work closely with experts in literacy who have validated our literacy curriculum. Our reading initiative was nominated for an Educate Award in 'Innovative Literacy/' and our CPD programme was evaluated and received a silver award for by the Teacher Development Trust.

Relentless routines

We are a community who celebrate diversity and unique individuality. We insist on good learning habits with the highest of expectations for all, regardless of background, faith or ability. We have very clear values of Positivity, Ambition, Resilience and Thoughtfulness; students are clear that they have to be ready to learn. Our uniform is smart and students are expected to wear it with pride. There is an emphasis on strong attention to detail. During lessons, students are expected to answer questions directed to them, answer in full sentences, and remain focused at all times.

Success for All-Raising Aspirations and Broadening Experiences

Our students live in the most deprived areas of Wirral. The school's values of Positivity, Ambition, Resilience and Thoughtfulness are lived out on a daily basis by staff and students. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. Our dedicated Careers programme is focused on exposing our students to post-16 destinations, including Universities and the programmes they offer. We are determined to ensure that students become confident enough to believe they can achieve in line with their peers across the country.

The spending of Pupil Premium Funding has been partly influenced by external research; such as the EEF Guide to the Pupil Premium and the DfE study into effective use of Pupil Premium Funding. This research outlines effective methods that support improved Pupil Premium achievement.

This year, we have implemented a complete overhaul of the PPF plan to ensure it has maximum impact upon raising the achievement and attainment of the community we serve at The Birkenhead Park School. We implement a tiered approach to Pupil Premium spending and have identified barriers to students' achievement bespoke to our school:

1. Teaching and Learning
2. Targeted academic support
3. Wider strategies

We feel this will further refine our strategic approach in accelerating the pace of improvement in the progress of Pupil Premium students in all year groups. We also do not confuse eligibility for the Pupil Premium with low ability, and thus focus on supporting our disadvantaged students to achieve the highest levels.

Challenges

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

Challenge number	Detail of challenge
1	Reading - On intake, 45% of our students arrive at BPS with a reading age below their chronological age. 84 (21%) students in KS3 are in Stanines 1 or 2, with a reading age of 5-7 years old. Many of our students do not have access to books at home. BPS students have a 'word gap', or a vocabulary that is below age-related expectations and this poses significant problems for them in accessing the secondary curriculum. The impact of partial school closures has also affected disadvantaged students to a greater extent than for others.
2	Attendance - The chaotic homes of some PP students do not support the structure and norms of school life. Their lifestyles, especially sleep, diet routines, and parental support means that some are at risk of poorer attendance and not succeeding in line with their peers. For example, in 2021-2022 PP attendance sat at 77.6 compared to non PP at 84.8. This challenge is also present with our

	persistently absent figures with PA sitting at 76.25% for PP students, whereas non-PP PA attendance is 23.75%.
3	Academic Outcomes – outcomes for disadvantaged students in the last published set of results were significantly poorer than those who were non-PP. Attainment 8 was 3.28 for non-disadvantaged students vs 2.82 for those who were, 15% of non-disadvantaged students achieve a grade 5 in Maths and English as opposed to 12% for those who were and students achieving a strong pass in the EBacc was 8% for non-disadvantaged students as opposed to 4% for those who were. Progress for students who were not disadvantaged sat at -0.74 whereas the progress score for those students whom were sat at -1.34. Across the board attainment and progress of disadvantaged students is significantly lower than their peers.
4	Behaviour and Emotional Wellbeing/Regulation – our exclusions, detentions and referral data allied with our own observations and discussions with students and families suggest that students identified as PP are more likely to demonstrate negative behaviours and more likely to have poorer mental health and emotional wellbeing. Our assessments and conversations would suggest this has worsened over the course of the pandemic. In 2021-2022 9% of the PP cohort had received a fixed term exclusion compared to only 11% of the non-PP cohort. Referrals to our internal suspensions are 74% of students within the PP cohort. It is clear that the pandemic has had a significant impact on the emotional wellbeing of all students but especially on those whom are more disadvantaged.
5	Careers/NEETs - PP student's expectations, intentions and aspirations for the future are often not as high as their peers or as high as they should be and are therefore at risk of more limited career and destination options, often through a lack of understanding or confidence.

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>Significantly improve the percentage of students reading at their chronological age</p> <p>Students have improved reading ages, sentence and paragraph comprehension – NGRT testing through GL Assessment</p>	<p>Measurable increase in reading fluency and closing the gap between students reading age and chronological age.</p> <p>Students demonstrate engagement with reading over a period of time through Big Read, Reading challenges, English curriculum and across subjects.</p> <p>Students will have specialist input to support students with the weakest levels of literacy which allows them to demonstrate sustained progress including 1:1 sessions on phonics through the introduction of Lexia.</p> <p>Students can apply their new knowledge, range of experiences and vocabulary into their written work. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Students’ reading ages match or exceed their chronological age by the end of Y9.</p> <p>Students will have made rapid progress in securing knowledge and understanding of phonics.</p> <p>Students will have secured a greater knowledge and understanding of vocabulary, grammar and comprehension and closed the gap in their reading and vocabulary.</p> <p>Student feedback is positive, confirming enjoyment of reading and increased confidence.</p> <p>Improved staff confidence in supporting literacy development across the curriculum.</p> <p>Students can use vocabulary in a wide range of contexts. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Staff have high standards of written and spoken language</p>

<p>Significantly improve attainment and progress at the end of Key Stage 4</p> <p>Improve the quality of Teaching and Learning through an effective CPD programme based on:</p> <ul style="list-style-type: none"> -Retrieval practice -Modelling -Responsive teaching <p>Improved progress for PP students.</p> <p>PP students, monitored at each assessment point, perform in line with national averages for P8 measure and the Basics.</p>	<p>Evidence of improved teaching practice through instructional coaching programme in supporting teachers to develop pace and improve the three teaching and learning priorities.</p> <p>Evidence of “catch up” and progress in identified areas of lost learning.</p> <p>Improved student outcomes - Progress 8 -0.2 or better.</p> <p>All teachers will buy in to developing their practice with other peers. All teachers will be confident in their knowledge of and champion the T&L aims of the school.</p> <p>Students in all year groups will demonstrate closing of the gap towards 0.</p> <ul style="list-style-type: none"> • Barriers to learning are identified for disadvantaged students and appropriate interventions and support are put into place. • Key performance indicators show that the differences between the performance of disadvantaged and none disadvantaged students, including those with higher prior attainment, are diminishing. This includes: <ul style="list-style-type: none"> ▪ Progress 8 ▪ Attainment 8 ▪ Basics Measure (Strong and standard) ▪ Ebacc Measure (Strong and standard) <p>Students will be able to demonstrate a secure subject knowledge in all areas of the curriculum and have taken part in subject specific CPD to enhance their skills and knowledge of their subject to provide the highest quality teaching and learning experience for students.</p> <p>Students will have misconceptions and understanding addressed immediately in every lesson. Staff will routinely plan for this rather than react to it.</p> <p>Students will confidently be able to apply new knowledge independently without the need for repeated instructions and minimal scaffolding. They will self-regulate.</p>
<p>Implement a successful CPD programme to develop consistently high standards of teaching</p>	<p>Cohort of middle and senior leaders undertake NPQ qualifications to support their professional development and the implementation of improvement plans.</p> <p>Lead practitioners successful in improving the quality of teaching and learning for teachers and ECTs.</p> <p>Evidence of improved teaching over time</p> <p>Evidence of improved teaching practice through instructional coaching programme</p> <p>Evidence of “catch up” and progress in identified areas of lost learning</p> <ul style="list-style-type: none"> • Improved student outcomes - Progress 8 -0.2 or better

Significantly improve the behaviour, wellbeing and emotional regulation of all students especially for the cohort whom are disadvantaged.	Sustained improvement in behaviour and well-being demonstrated by: A 50% reduction in the number of FTEs issued and the gap between the rate of FTE for non-disadvantaged and disadvantaged students to have been eliminated
Projected P8 scores for PP	Assessment data shows that the performance of disadvantaged students is improving across cohorts and subjects.

Significantly improve, and then sustain attendance for all students.	<p>Average attendance of disadvantaged pupils is more in line with non-disadvantaged students and School targets.</p> <ul style="list-style-type: none"> • Attendance of disadvantaged students is closer to National Average. • Persistent absenteeism is reduced for disadvantaged pupils in comparison to previous years • Safeguarding and Attendance Team support identified students, cohort to reflect patterns identified regular attendance updates
Students are fully aware of the full range of career opportunities open to them. They take full advantage of all opportunities, information, and outside agency career advice in order to make informed decisions and take advantage of all opportunities post-16. No students are NEET	<p>All disadvantaged students move on to a suitable destination Post 16 with none being NEET.</p> <ul style="list-style-type: none"> • Post 16 destinations for the upper disadvantaged cohort are in line with School targets. Increased numbers of disadvantaged students go on to the sixth form and then to university. • Internal behaviour, data and attendance records show good engagement for disadvantaged students • Figures for parental attendance at school events reflects improvement. Positive student and parent voice. • Disadvantaged students' attendance at enrichment sessions is in line with other students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £ 250,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement whole-school T&L improvement plan to develop 4 identified areas, supporting knowledge acquisition over time:</p> <ul style="list-style-type: none"> • Retrieval Practice • Modelling • Responsive Teaching • Pace 	<p>Evidence confirms that a focus on improving quality first teaching has the biggest impact on improving outcomes for all students.</p> <p>We have identified the key strategies that will have the greatest impact on improving the quality of teaching and will seek to embed these successfully into teachers' practice.</p> <p>By focusing on pace in lessons we are ensuring that teaching time is maximised for students</p>	<p>1,2,3,4,5,</p>
<p>We will fund professional development and instructional coaching focussed on:</p> <ul style="list-style-type: none"> - Teaching and Learning - SEND - Literacy <p>Implement schedule of weekly CPD sessions and T&L briefings aligned to identified whole school areas for improvement</p> <p>Recruitment of additional Teaching Assistants</p>	<p>We want to develop teachers' content knowledge and pedagogy to embed strong practice across the school.</p> <p>We want to provide time and opportunities for staff to "practice" so that they build confidence and expertise over time.</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>Reading comprehension, vocabulary and other literacy skills are heavily linked with improved student outcomes.</p> <p>Having staff who are confident is supporting SEND students and effectively deploying a Teaching Assistant are important to ensure all students make at least expected progress.</p>	<p>1,2,3,4,5</p>
<p>Cohort of middle and senior leaders undertake NPQ qualifications to support their professional development and the implementation of improvement plans</p>	<p>We want to recruit and retain the best teachers for our students. Currently</p> <ul style="list-style-type: none"> 1x staff completing NPQH 1x staff completing NPQSL 1x staff completing NPQLBC 2x staff completing NPQLTD 	<p>1,2,3,4,5</p>

Implement daily Big Read programme in Year 7, 8, 9 and 10 tutor time	Reading for pleasure has a significant role in helping to reduce the word gap and improve reading ages for all students.	1,2,3,5
Implement planned reading opportunities across all subjects, in lessons and through homework.	Many of our students do not have access to books at home and we need to provide access to a range of texts that would otherwise be unavailable	1,2,3,5
Implement 1:1 form time phonics provision for students who are not making progress in LEXIA. Lead Practitioner, former KS1/2 specialist	We need to provide targeted teaching and interventions that meet the specific needs of this cohort of students to help them access the secondary curriculum	1,2,3,5
Provide training for teaching staff to enable effective support in lessons for students with low reading ages through staff literacy training	We must do all that we can so that any literacy barriers do not undermine their enjoyment of school, their academic outcomes, their sense of wellbeing and their future employment prospects	1,2,3,5
Provide training for teaching staff to enable high quality reading to be modelled to students to engage all students with reading	We must ensure that teachers are confident in modelling good reading to students to grow a reading for pleasure culture and to engage students with books and reading	1,2,3,5
Implement staff development programme to train teachers in explicit vocabulary teaching through Frayer model	Many BPS students have a 'word gap', or a vocabulary that is below age-related expectations and this poses significant problems for them in accessing the secondary curriculum.	1,2,3,5
Implement staff development programme to ensure high standards for spelling, punctuation and grammar in classroom interactions with students	In order to expect high standards from students, we need to ensure that all staff are confident in role modelling high standards of written and spoken language.	1,2,3,5

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

Approximate budgeted cost: £165,851.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement individual plans to provide teaching staff with high quality information about SEND students	Teachers of students with SEND/PP will be focussed on learning more about the individual profiles of their students and maximising the effectiveness of their teaching – EEF	1,2,3,4,5
Implement a staff development programme which focusses on the highest leverage strategies for students with SEND: <ul style="list-style-type: none"> Adaptive teaching Avoiding over cognition Adapting for speech and language 	We must ensure that teachers are confident in adapting lessons to support students with SEND	1,2,3,4,5
Implement a staff development programme which focusses on:-	We need to use TAs to help students develop independent learning skills and manage their own learning – EEF recommendation. We must ensure TAs are	1,2,3,4,5
<ul style="list-style-type: none"> understanding the needs of SEND/PP students planning high quality teaching for SEND/PP students within the framework of whole school T& L strategies 	fully prepared for their role in the classroom – EEF recommendation TAs should be trained in the use of specific pedagogy so that they understand the principles of the approach and the techniques required to apply it – EEF guidance	1,2,3,4,5
Dedicated Team to continually provide CEIAG advice, maintain and increase the motivation and aspiration of PP students. This includes AHT /Student Engagement Coordinator/Career Connect Advisor.	A proportion of PP students are at risk of choosing destinations post 16 which do not fully match their capabilities. A proportion of PP students are at risk of not performing in line with their capability due to historical lower expectations of themselves. This limits their choices post 16.	4,5

<p>Engaging with the National Tutoring Programme to provide a blend of part and school led tuition for students 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence shows that tutoring can boost progress by up to 5 months.</p>	<p>1,2,3,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Approximate budgeted cost: £210,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a full programme of CEIAG in accordance with statutory guidance	Given the school's context, we need to develop ambition, aspiration and resilience in our students so that they are able to make positive choices about their next steps.	4,5,
Appoint a member of SLT to oversee students Personal Development within the school	A dedicated member of staff to ensure that students experience a robust Personal Development so that they can make good choices and keep themselves safe.	4,5,
Deliver full programme of extra-curricular activities, monitoring attendance and engagement across groups.	Our curriculum needs to go beyond the academic to provide a range of wider opportunities that BPS students cannot otherwise access.	4,5
Implement carefully sequenced sex and relationships education programme in accordance with statutory guidance and best practice, including specialist training for teaching staff.	We need to make sure all staff and students understand what is acceptable behaviour and what should not be tolerated.	4,5
Establish small-scale, on-site provision for students whose behaviour is a barrier to learning in mainstream classes.	We must do all we can to support students to engage positively with the curriculum, complete their secondary education and achieve success	1,2,3,4,5

Appropriate pastoral staffing to ensure that all students are ready to learn and that potential barriers to learning are removed. Significant funding is directed to the Pastoral team given the school's unique context.	PP student's attendance and PA and is not yet in line with students nationally highlighting the additional barriers PP students face. PP students are at risk of not always having equipment or as ready to face the daily school challenges. This, over time can lead to inequality of experience and lower rates of progress than all students nationally. A number of our PP students experience social, emotional and mental health issues which can affect their concentration and work rate.	4,5
Dedicated Team to develop the extracurricular	All disadvantaged students should fully access an ambitious curriculum which meets their needs.	4,5

programme This includes AHT and Student Engagement Coordinator	We want every child to <ul style="list-style-type: none"> • Attend an educational visit • Visit a museum or art Gallery • Take part in a weekly extra-curricular activity throughout their school journey. 	
Embedding principles of good practice set out in DfE's Improving School Attendance advice – See Improving Attendance Implementation Plan ..\Leadership team\Attendance\Attendance Implementation Plan 2022-23.pdf	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2,5
Appointment of a dedicated Attendance Team consisting on an Attendance Manager and x2 Attendance Officers	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels	2,5
Place2Be project providing a mental health professional for 2.5 days a week to provide counselling and therapeutic support for students struggling with anxiety, low mood and	Place2Be are an expert national service who use an effective therapeutic approach backed by research that combines several ways of working to support the development of young people.	2,3,4,5

emotional dysregulation		
School Games - Raising Aspiration through positive experiences in competitions and festivals	School Games provides opportunities for students to access a wide range of sporting opportunities.	2,3,4,5

Total budgeted cost £625,851.00:

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 2021 to 2022 academic year.

Outcomes 2021-22

Priority 1,2,3 Reading and Literacy

There has been a significant improvement in this areas. Results from September 2021- August 22 show that

- Year 7 66% of students improved their reading age
- Year 8 80% of students increased their reading age
- Year 9 69% of students improved their reading age

- On average as a cohort students at BPS have moved from significantly below average to national average. On average students have improved by + 7.1 SAS points (+3 SAS points is considered to be significant progress)

- A number of stanine 1 and 2 students were able to improve by as much as +34 SAS points

- 59% of stanine 1 and 2 students in Year 7 who took part in LEXIA intervention improved by at least 1 stanine.
- 73% of stanine 1 and 2 students in Year 8 who took part in LEXIA intervention improved by at least 1 stanine
- 64% of stanine 1 and 2 students in Year 9 who took part in LEXIA intervention improved by at least 1 stanine

- In comparison with similar schools in Blackpool and Manchester students at BPS have made greater progress. (Need to see if I can get specific data from Cradle to Career)

- The number of students whose reading age improves in the significantly above average category improved from 14%- 22%

- In teacher survey feedback teachers reported that 100% of staff feel confident to support the literacy needs of their students, no change from last year.
- 100% of staff feel confident in their ability to understand the barriers to literacy faced by pupils, increasing by 5% from 2021.
- The biggest improvement from this year's survey is an 11% increase in staff feeling supported to account for literacy needs in lesson planning, up to 100% in the 2022 survey.

**Priority 4
Attendance**

Attendance 2021 -2022

Table

Whole school and year group non PP compared to PP

Attendance figures were severely affected by the Covid 10 pandemic.

Year	PP	Non PP
Year 7	84.3%	93%
Year 8	81.2%	86.5%
Year 9	73.9%	81.4%
Year 10	74.4%	85.2%
Year 11	70.8%	80.2%
Total	77.6%	84.8%

Table – 2021-22 PP compared to non-PA

Year	PA PP	PA Non PP
Year 7	88%	12%
Year 8	80.9%	19.1%
Year 9	75.9%	24.1%
Year 10	70.3%	29.7%
Year 11	69.4%	30.6%
Total	76.25	23.75

Priority 5,6

Academic Outcomes

Attainment and Progress 8 scores were severely affected by the pandemic.

Headline Figures	ALL RESULTS 2021-22	Pupil Premium	Non Pupil Premium	2020-21 Gap	2021-22 Gap
En & Ma Overall 5+	13%	12%	15%	16%	3%
* English 5+	29%	29%	29%	4%	0%
Maths 5+	16%	15%	19%	14%	4%
En & Ma Overall 4+	31%	29%	35%	11%	6%
* English 4+	53%	52%	54%	5%	2%
Maths 4+	34%	33%	38%	19%	5%
EBACC (25 students) 5+	5%	4%	8%	12%	4%
EBACC (25 students) 4+	9%	7%	13%	15%	6%
EBACC APS	2.57	2.4	2.92	0.75	0.52
No in Cohort	131	83	48		

Priority 7
Careers / NEET

Sustained education, employment or training	PP 82 Students	%	Non PP - 48 students	%	Gap
Any sustained education	71	87%	43	90%	-3
<i>Further education</i>	58	71%	32	67%	4
<i>School sixth form</i>	1	1%	0		
<i>Sixth form college</i>	12	15%	11	23%	-8
<i>Other education</i>					
Sustained employment	1	1%	2	4%	
Sustained apprenticeship	2	2%	2	4%	
<i>Risk of Neet</i>	9	11%	2	4%	-7

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

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Ensure high standards of teaching across all subjects
- Ensure high quality provision for SEND students to enable them to achieve well
- Ensure high quality curriculum plans to support students' perception lost learning through the COVID pandemic
- Offer a wide range of high quality extra-curricular activities, disadvantaged students will be encouraged to attend.
- Provide targeted support from well-resourced safeguarding team to support students who are struggling to reintegrate post pandemic and with wellbeing issues.

Planning, implementation, and evaluation

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 three-year approach and