Sir Thomas Boughey Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (including recovery premium and school-led tuition for the 2023 to 2024 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	Sir Thomas Boughey Academy
Number of pupils in school	498
Proportion (%) of pupil premium eligible pupils	(132) 26.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-2024 (Year 3 of 3-year plan)
Date this statement was published	October 2023
Date on which it will be reviewed	March 2024/September 2024
Statement authorised by	Mrs J Hingley
Pupil premium lead	Mrs E Moss and Mrs L Shoreman
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119543
Recovery premium funding allocation this academic year	£32430
School-led tuition funding allocation this academic year	£8100
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	£160073

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or barriers they face, will make good progress, achieve high attainment across the curriculum and participate in the wider school community.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. To achieve this, we aim to take an **Excellence for All** approach which is underpinned by the following:

EQUITY - 'Levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers.

EXCELLENCE - In terms of providing an excellent support package for our disadvantaged pupils in need.

To achieve these objectives the school adopts the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Therefore, underpinning this three-year plan is the provision of high-quality teaching with excellence at the heart of everything we do. An integral part of our plan is to increasingly identify and remove barriers faced by our PP students (for individuals and groups of students). In addition to this, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As such funding is directed to ensuring that high quality pastoral care is available to all students, which includes a team of house leaders to support the most vulnerable students.

Our strategy plan is responsive to common challenges and individual needs and is based on the following principles:

- That we are an evidence-based school, and that decisions and interventions should be based on research and data.
- Excellence in teaching for all. That the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF.
- Excellent pastoral support and intervention. That providing high quality pastoral and CEIAG support is essential to meet the wider needs of all students.
- That the use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding.
- That specific interventions should be based on identified need.
- That PP funding is leveraged to benefit as many students as possible.
- To provide a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, attendance and well-being.
- **Excellence for All** - A whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through an excellent experience within the curriculum and beyond.

Challenges

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

Challenge number	Detail of challenge
1	**Periods of limited exposure to Excellent Teaching occurs across all lessons and groups due to remote learning.** During the January 2021 – March 2021 lockdown, despite regular parental phone calls, the engagement to live learning sessions was lower for PP compared to non-PP. For example, in the week commencing 11th January, engagement in live learning sessions was 81.5% for Non-PP and 66.3% for PP. The impact of prolonged reduced engagement during school closure on academic achievement can be seen in CATs results: CATS completed in September 2020 – Year 7 Cohort 2025: The retrospective KS2 score for reading is 97.4 for PP compared to 101.7 for Non-PP, with SPAG being 98.4 for PP and 102.9 for Non-PP. In terms of maths, the retrospective scaled score for PP is 96.4 for PP and 101.5 for Non-PP. The impact of school closure from March to July during their Year 6 can be seen here, as the KS2 standardised scores for PP are below the age-related expectation score of 100. CATS completed in September 2021 – Year 7 Cohort 2026: The retrospective KS2 score for reading is 102.8 for PP compared to 103.4 for Non-PP, with SPAG being 103.3 for PP and 104.8 for Non-PP. CATS completed September 2022 – Year 7 Cohort 2027: The retrospective KS2 score for reading is 104 for PP compared to 102 for Non-PP, with SPAG being 103 for PP and 101 for Non-PP. KS2 completed Summer 2022 – Year 7 Cohort 2027: The KS2 score for reading is 106 for PP compared to 103 for Non-PP, with SPAG being 104 for PP and 102 for Non-PP. CATS completed September 2023 – Year 7 Cohort 2028: The retrospective KS2 score for reading is 99.7 for PP compared to 101.6 for Non-PP, with SPAG being 104.2 for PP and 104.9 for Non-PP. KS2 completed Summer 2023 – Year 7 Cohort 2028: The KS2 score for reading is 99.7 for PP compared to 104.2 for Non-PP, with SPAG being 104 for PP and 104.9 for Non-PP. These scores indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers for current Years 7, 9 and 10, which impacts progress in all subjects.

2	**Career aspirations/lack of ambition** Destination's data over the last 4 years demonstrates lack of ambition and aspiration compared to non-PP students within the academy, however the trend for students who left in 2022 seems to have a shift towards academic study for PP students which links with the PP cohort being a more able group of students. **2019** 9.7% of PP students went on to complete A levels compared to 19.4% non-PP students.22.5% of PP students enrolled onto a level 3 course compared to 41.8% students who were non-PP. 16.1.% of PP students perused a skilled trade compared to 12.2% of students who were non-PP. 32.2% of PP students enrolled onto a level 2 course when it was possible to enrol on a higher course compared to 16.3% non-PP students. 6.5% of PP students accessed apprenticeships compared to 10.2% of students who ae non-PP. **2020** 12.8% of PP students went on to complete A levels compared to 14.1% non-PP students.38.4% of PP students enrolled onto a level 3 course compared to 48.5% students who were non-PP. 17.9.% of PP students perused a skilled trade compared to 12.1% of students who were non-PP. 15.4% of PP students enrolled onto a level 2 course when it was possible to enrol on a higher course compared to 9.9% non-PP students. 5.1% of PP students accessed apprenticeships compared to 9.1% of students who ae non-PP. **2021** 8.8% of PP students went on to complete A levels compared to 34.3% non-PP students. 44.1% of PP students enrolled onto a level 3 course compared to 32.3% students who were non-PP, whilst this shows an increase for PP students more non-PP students had chosen to study A levels 23.5.% of PP students perused a skilled trade compared to 11.7% of students who were non-PP. 17.6% of PP students enrolled onto a level 2 course when it was possible to enrol on a higher course compared to 10.2% non-PP students. 5.8% of PP students accessed apprenticeships compared to 6.8% of students who ae non-PP. **2022** 28% of PP students went on to study A levels which represents a significant rise on last year. This is compared to 30% of non-PP students taking A levels. 40% of PP students went on to study a Level 3 qualification as opposed to 45% of non-PP students. This represents a rise in non-PP students taking L3 courses. However, many of the courses chosen were not available at A level. We have seen a decline in PP students taking apprenticeships - 5.8% in 2021 compared to 0% in 2022. However, this may reflect a reaction from businesses to the new apprenticeship frameworks. There has been a fall in both PP and non PP students applying to study skilled trades, with more opting for A levels or more academic courses. In 2021 23.5% of PP students pursued a skilled trade as opposed to 8% in 2022. 2021 saw 11.7% of non-PP students choosing a skilled trade with 8.6% choosing skilled trades in 2022.
3	**Lack of exposure to cultural experiences and enrichment opportunities** Whilst a variety of experiences have traditionally been available, PP participation has sometimes been limited. Proportional representation of PP students in leadership

roles and for enrichment opportunities has gone some way to addressing participation levels but these need to increase further.

Student Leadership Engagement 2021-2022

Student Leadership	Year	Total	PP	% PP	Non-PP	% Non-PP
SSLT	11	4	1	25.0	3	75.0
Prom	11	1	0	0.0	1	100.0
Wellbeing	10	7	3	42.9	4	57.1
Wellbeing	11	13	3	23.1	10	76.9
House Captain	11	6	2	33.3	4	66.7
Sports Captain	11	4	0	0.0	4	100.0
Sports Leaders	11	32	5	15.6	27	84.4
Peer Mentors	10	5	2	40.0	3	60.0
Community Ambassadors	9	16	6	37.5	10	62.5
Community Ambassadors	10	5	3	60.0	5	100.0
English Ambassadors	11	4	4	100.0	0	0.0
English Ambassadors	10	2	2	100.0	0	0.0
Anti-bullying	8	14	6	42.9	8	57.1
Transition Mentors	7	19	5	26.3	14	73.7
Total		132	42	31.8	93	70.5

Student Leadership Engagement 2022-2023

Student Leadership	Year	Total	PP	% PP	Non-PP	% Non-PP
SSLT	11	4	0	0%	4	100.0%
Sports Leaders	11	19	1	15.6%	27	84.4
Sports Leaders	10	30	4	13%	26	87%
Peer Mentors	10	2	-	-	2	100%
Community Ambassadors	10	20	6	30%	14	70%
Community Ambassadors	9	23	13	64%	10	26%
Anti-bullying	8	7	1	14%	6	86%
Transition Mentors	7	16	1	6%	15	
AQA Unlocking Potential	9/10	4	4	100%	-	-
Total		121	30	25%	91	75%

Progress in Maths

	Average Points FFT50 - All	Average Points FFT50 - PP	Average Points FFT50 – Non-PP
Leavers Exams 2023	4.19	3.74	4.32
Year 11 Exams 2024	4.41	3.83	4.55
Year 10 Exams 2025	3.61	2.82	4.03
Year 9 Exams 2026	4.07	3.96	4.11
Year 8 Exams 2027	4.43	4.29	4.48

	Year 7 Exams 2028	4.41	4.05	4.52

5	**Poor literacy skills and low reading ages**
	The Reading Age of disadvantaged pupils is generally lower than that of their peers and diagnostic assessments using NGRT suggest that many pupils particularly struggle with reading. The table shows the percentage of students in each group with a reading age below their chronological age. The picture indicates a lag for the vast majority of PP students in each year group with the exception of Year 8.

Year	PP Reading age be-low chronological age	Non-PP Reading age below chrono-logical age	Gap
7	79%	39%	-40%
8	42%	50%	+8%
9	56%	41%	-15%
10	65%	41%	-24%
11	62%	36%	26%

6	**Attendance**
	Attendance data over the last 3 years indicates that attendance among PP pupils compared with Non-PP is significantly lower, with a gap of -8.4% in 2021-2022. The size of this gap increased in the school year 22-23 to -12.04% . The PA figure for disadvantaged pupils has also remained higher over the past 3 years, with a 21.2% difference in 2021-2022 between disadvantaged pupils compared with those who are not. This increased further in 22-23 to - 26.38%.

7.	**Behaviour and attitude to learning**
	Suspensions of disadvantaged students has increased by 252 comparing 21 –22 to 22 – 23. PP students are over represented with negative behaviour points with 39.18%, 13% higher than their cohort representation. However they are also represented with positive behaviour points where they receive 50% of the overall points.

8	**Parental Engagement**
	For the academic year 2019-20 82% of PP parents were contacted and spoken to over any concerns.
	For the academic year 2021-22 78.6% of PP were spoken to about how they were settling into the academic year, and any concerns were resolved. The other 21.4% were called and emailed, however parents did not contact school back.
	For the academic year 2022-23 100% of PP were spoken to about how they were settling into the academic year, and any concerns were resolved.
	For the academic year 2019-20 (last full year pre-Covid), engagement at parent events for PP students was typically lower than non-PP with the number of parents engaging decreasing as students progressed to KS4. Y7 Parent Evening 78.0%; Non-PP 84.0%, PP 50.0% Y8 Parent Evening 75.1%; Non-PP 78.6%; PP 68.2% (improved 13% from last year) Y9 Parent Evening 74.0%; Non-PP 77.0%, PP 66.0% Y10 Parent Evening 58.2%; Non-PP 64.4%; PP 46.8% Y11 Parent Evening 55.0%; Non-PP 63.0%, PP 38.0%
	For the academic year 2021-22, parent events took place online, as with the last pre-Covid year, engagement of parents for PP students was lower in comparison to non-PP students, with the lowest being Y10, although the engagement in Y8 was only short by 3%. Y7 Parent Evening 58.7%; Non-PP 63.9%, PP 19.4%

7	Y8 Parent Evening 86.0%; Non-PP 56.0%; PP 53.0% (improved 3% from last year) Y9 Parent Evening 60.0%; Non-PP 71.0%, PP 23.0% (significant drop of 45.2% from last year) Y10 Parent Evening 26%; Non-PP 29.0%; PP 14.0% (significant drop of 52.0% from last year) Y11 Parent Evening 59.0%; Non-PP 66.0%, PP 30.0% (drop of 16.8% from last year) For the academic year 2022-23, parent events took place online, as they did in the previous year and engagement of parents for PP students was lower in comparison to non-PP students for years 9 and 10 and only 22% of PP students were represented at the Year 7 evening. Y7 Parent Evening 67%; Non-PP 81%, PP 22% Y8 Parent Evening 53%; Non-PP 72%; PP 27% (improved 7.6% from last year) Y9 Parent Evening 43%; Non-PP 51%, PP 23% (significant drop of 26% from last year) Y10 Parent Evening 53%; Non-PP 67%; PP 22% (drop of 1% from last year) Y11 Parent Evening 51%; Non-PP 65%, PP 16% (improved 2% from last year)
9	**Student Engagement with Digital Platforms** This information is looking at September 2021, following periods of partial school closure and self-isolation. **GCSE Pod** - PP student watched 0.48 pods per pupil - Non-PP students watched 1.30 pods per pupil **Hegarty Maths** - PP students spent 0.05 learning hours per student on Hegarty, Non-PP students spent 0.7 - PP students answered 17.56 questions per student, Non-PP students answered 15.71 - PP students got 14.22 questions correct per student, Non-PP students got 12.68 questions correct **Bedrock Vocabulary** - PP student attainment improved by 23%, non-PP student attainment improved by 26% **Educake (Science)** - PP students answered 40 questions per pupil, Non-PP answered 55 - PP students got 60% of the questions they answered correct, Non-PP got 67.12% correct Digital engagement in 2022-23 shows a lag again with our PP students across some digital platforms. **Bedrock**

Bedrock

PP	September 2022 – July 2023		
	Pre-test score %	Post-test score %	Impact %
No	59	72	22
Yes	61	74	21

Dr Frost

PP	November 2022		January 2023		March 2023		April 2023		June 2023		July 2023	
	Average mastery score	Average total points	Average mastery score	Average total points	Average mastery score	Average total points	Average mastery score	Average total points	Average mastery score	Average total points	Average mastery score	Average total points
No	31.2	31.9	55.4	50.6	55.8	52.3	93.0	69.5	72.3	51.4	74.3	59.2
Yes	26.9	25.6	52.1	50.6	54.5	54.5	44.2	25.3	65.9	48.7	81.7	61.6

TTRS

PP	November 2022			January 2023		March 2023				April 2023			June 2023			July 2023		
	Average days played	Average coins earned	Average correct answers	Average days played	Average coins earned	Average days played	Average coins earned	Average correct answers	Average correct answers	Average days played	Average coins earned	Average correct answers	Average days played	Average coins earned	Average correct answers	Average days played	Average coins earned	Average correct answers
No	4.4	5619.0	768.0	4.9	5755.0	9.7	10642.8	1182.4	856.0	6.9	7865.0	908.7	8.2	9265	1002.52	9.9	10892.0	1203.0
Yes	4.2	5303.3	735.8	4.5	5500	10.9	9230.7	1021.6	483.0	7.2	6618.7	681.7	9.3	8118.7	831.42	11.2	9421.0	1092.0

Educake

Year	Non-PP			PP			PP v Non-PP
	Total number of questions answered	Number of pupils	Average number of questions per pupil	Total number of questions answered	Number of pupils	Average number of questions per pupil	Comparison of average number of questions answered per pupil
7	7047	73	**97**	1806	19	**95**	-2
8	9140	59	**155**	2621	34	**77**	-78
9	20404	73	**280**	5083	37	**137**	-143
10	17837	96	**186**	2776	27	**103**	-83
11	7211	58	**124**	3305	25	**132**	+8

Seneca for History

PP	January 2023 (Year 11 students)				March 2023 (Year 7 and 11 students)			
	Average study time	Questions answered	Questions answered correct	Average score	Average study time	Questions answered	Questions answered correct	Average score
No	0.43	51.33	37.33	0.57	0.33	42.15	26.85	0.58
Yes	0.33	36.22	26.02	0.46	0.16	25	13.06	0.47
Impact	-0.1	-15.11	-11.31	-0.11	-0.17	-17.15	-13.79	-0.11

PP	April 2023 (Year 7 students)				June 2023 (Year 7, 8 and 11 students)				July 2023 (Year 7 and 8 students)			
	Average study time	Questions answered	Questions answered correct	Average score	Average study time	Questions answered	Questions answered correct	Average score	Average study time	Questions answered	Questions answered correct	Average score
No	0.38	44.76	26.69	0.55	0.39	44.53	25.97	0.57	0.08	9.43	5.92	0.28
Yes	0.40	44.60	27.43	0.57	0.32	37.04	21.74	0.49	0.12	9.29	5.76	0.35
Impact	0.02	-0.16	0.74	0.02	-0.07	-7.49	-4.23	-0.08	0.04	-0.14	-0.16	0.07

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
Excellence within the Classroom Teaching addresses gaps in learning.	QA indicators show evidence of Excellence within the classroom teaching consistently in all lessons.
Students are fully prepared for Post-16 and the varied opportunities open to them.	Students will have a clear understanding of the next steps in their future; they will be able to make informed choices about the correct courses for them. Aspirations will be higher, and more students will remain in education.
Every student eligible for PP will have greater access to enrichment opportunities.	Students will have a much wider range of cultural and social experiences; thus, a greater interest in subjects and greater knowledge of the world around them.
Students' progress in Maths will improve.	An improving trend will be seen in progress data in Maths.
Students to have improved reading and writing skills.	Improved data evident from reading and spelling tests (NGRT).
Students will have improved attendance to school.	Improved attendance figures.

Students will have improved behaviour in school and demonstrate a positive attitude to learning.	Improved engagement in learning and a positive attitude to learning. Decrease in behaviour indicators.
Parents will feel confident in engaging with the school to discuss issues regarding students.	Increased levels of parental engagement.
Students will have access to technology and resources outside of school, ensuring they can make progress alongside their peers beyond the classroom.	Increased levels of engagement with online resources / apps. Improved attitude to learning grading for homework.

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: £ *60,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to keep up to date with development in their subject areas/disciplines and non-subject specific pedological developments. Embedding Excellence within the Classroom across all subjects and lessons providing students with an excellent educational experience. Research projects to be linked to specific faculty or individual areas for development.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium | EEF (educationendowmentfoundation.org.uk) Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF which states significant improvement in learning e.g.: Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1
All class teachers to use collective profiling and own knowledge to identify barriers and strategies to overcome these and create class/pupil specific pupil interventions. Collective profiling to be reviewed and updated to incorporate accurate CWAG grades stating impact of interventions as the year progresses across subject areas.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
All staff to engage in CPL session regarding evidence-based approaches to narrowing the gap. Training material to target staff area of need and actions for excellent teaching to be a clear outcome of sessions.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1

Ensure that all school adults' access high quality CPL which fits their developmental needs. Supported by all staff having access to the national college.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. [Using pupil premium | EEF (educationendowmentfoundation.org.uk)](Using pupil premium | EEF)	1
Excellent teaching for all pupils supported by: ▪ The routines and staff embedding the five habits ▪ The practice and staff embedding the STB way ▪ Half termly sway bulletin and handbook. ▪ Pupil Premium champions across all faculties supporting on Excellence in the Classroom and ireviewing the impact of inclass interventions. ▪ Non-specialists buddy systems. ▪ Improved lesson visits culture focusing on more staff visiting lessons in our instructional rounds CPL. ▪ Promotions of appropriate language and vocabulary through faculty approaches to disciplinary literacy and widening student knowledge through day to day access to the National Curriculum.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. [Using pupil premium | EEF (educationendowmentfoundation.org.uk)](Using pupil premium | EEF) Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF-significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1,5
Embed a homework protocol that supports the completion and engagement of PP students, including targeted access to homework clubs, homework links to classwork, which maybe consolidation, pre-learning, or literacy based. Students have access to technology at home and rewards and consistent sanctions are applied with instant feedback to parents and carers through	EEF research based on homework from the teaching and learning toolkit emphasises how the research is mainly based on access to homework clubs within school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Evidence suggest +5 months.	1, 4, 5, 9

class charts.		
Cultural capital opportunities to be blended into subject curriculums.	RPO to provide HOF guidance around cultural capital. Examples of linking careers to lessons to be shared.	3
CPL focusing on literacy / vocabulary continuing to embed recommendations from EEF literacy research.	Research shows there is a significant literacy and vocabulary gap for PP students on entry to secondary education. EEF research indicates that these strategies add 5 months learning through oral language interventions. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	5
Build a library of classic texts - Over the five years at Sir Thomas Boughey.	Supporting students to build their own library of classic texts at home by purchasing them a book each academic year. EEF Reading comprehension impact	3, 5

Poor literacy skills and reading ages which are barriers to success for PP in the academy targeted through a range of specific strategies including:
 	
   ▪ Reciprocal reader
 	
   ▪ Bedrock
 	
   ▪ Tutor time reading programme
 	
   ▪ Sora APP
	EEF research indicates that these strategies add 6 months learning through reading comprehension interventions.
	
	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)
		5

Supporting student engagement with digital platforms, as well an enabling them to access lesson materials both in-class and at homework.	EEF research based on homework from the teaching and learning toolkit – students have access to technology to support with homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Evidence suggest +5 months.	9

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

Budgeted cost: £*25,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring system for all years to involve all interventions being mapped using shared spreadsheet with a specifying targeted group,	EEF Toolkit suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1,4

timescale, start and end points, staffing and cost.	[Small group tuition	EEF (educationendowmentfoundation.org.uk)](#) [Extending school time	EEF (educationendowmentfoundation.org.uk)](#)	
Morning intervention of English, Maths and Science to diagnose and treat incomplete skill sets for PP students Year 11.	EEF research indicates that these strategies add 3 months learning through class size interventions. [Small group tuition	EEF (educationendowmentfoundation.org.uk)](#) NFER – Deploying staff effectively / Meeting individual learning needs.	1,4
Morning intervention sessions focused on the effective use of revision guides in English, Maths and Science to support Year 11 PP with independent study.	EEF research indicates that these strategies add 3 months learning through class size interventions. [Small group tuition	EEF (educationendowmentfoundation.org.uk)](#) NFER – Deploying staff effectively / Meeting individual learning needs.	1,4
Morning intervention sessions of Maths with peer mentors. Y9 will mentor Y7 and Y10 will mentor Y8. KS2 and CAT data utilised to identify students. KS2 and EOY 7 QLA used to identify gaps in knowledge.	EEF research indicates that these strategies add 5 months learning through peer tutoring. PP students benefit from working alongside positive role models and develop effective relationships with other students. EEF research indicates that these strategies add 5 months learning through peer tutoring interventions. [Peer tutoring	EEF (educationendowmentfoundation.org.uk)](#)	4
Reading groups involving SLT, the librarian, and student leaders will focus on a love of reading for students identified as having a low reading age.	EEF research indicates that these strategies add 6 months learning through reading comprehension interventions. [Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)](#) PP students benefit from working alongside positive role models and develop effective relationships with other students. EEF research indicates that these strategies add 5 months learning through peer tutoring interventions. [Peer tutoring	EEF (educationendowmentfoundation.org.uk)](#) Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span. [Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF](#)	5
All faculties to identify specific focus areas for PP	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD.	1

and develop faculty specific interventions. These interventions to follow the EEF 3 tier approach and to be research driven.	Using pupil premium | EEF (educationendowmentfoundation.org.uk)	
Additional curriculum choice 'skills for life curriculum' selected to target needs of specific students in Year 9, 10 and 11 cohort. Specific staff CPD to ensure success of this.	Opportunities for students to work with external providers to experience a range of career choices. The course focuses heavily on collaborative learning approaches to build confidence and self-efficacy, which can add 5 months learning based on research from EEF. Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Targeted support from Careers Advisor.	Focusing on and prioritising the needs of PP students with careers information and guidance, with greater emphasis and monitoring on those at greater risk of becoming NEET. NFER – Deploying staff effectively / Meeting individual learning needs. EEF Aspiration interventions impact	2,7

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

Budgeted cost: £*34343*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of the reset centre. This provides a space where emotion regulation can be offered more intensive support. An isolation space has been created here to ensure the main school can operate calmly without disruption. The isolation room has flexibility to manage pupil behaviour to stop escalation of negative behaviour.	EEF Behaviour Interventions 4 months learning. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) EEF Mentoring Interventions 2 months learning. Mentoring | EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning 4 months learning. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	6,7
Introduction of exit partners for lesson removals. As part of the new classroom management protocol staff can exit pupils that have not responded to warnings and intervention. Prevents pupils from opting out of lessons and dictating their learning space. The school is control of their choices.	EEF Behaviour Interventions 4 months learning. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning 4 months learning. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	6,7
The school has invested in the provision mapping system so that pupil intervention can be more effectively monitored and evaluated.	EEF Behaviour Interventions 4 months learning. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) EEF Mentoring Interventions 2 months learning. Mentoring | EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning 4 months learning. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	6,7
The school has introduced contextual pastoral briefings, which review key pupils and school systems.	EEF Behaviour Interventions 4 months learning. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	6,7

The pastoral team has merged with the SEND team to also meet, monitor and evaluate pupil support.	EEF Social and Emotional Learning 4 months learning. Social and emotional learning	EEF (educationendowmentfoundation.org.uk)	
Pastoral Support plan templates form readmit meetings when pupils are returning from suspensions. This allows their support to be reviewed with more appropriate offers in place to best support and reduce the chance of repeat suspensions.	EEF Behaviour Interventions 4 months learning. Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	6,7
An equitable reward and consequence systems that is clear and consistent. The school has invested into class charts so that pupils can monitor their own performance and achieve rewards.	EEF Behaviour Interventions 4 months learning. Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	6,7
Effective pastoral support to improve, behaviour and welfare including strategies such as: ▪ External agencies and providers for targeted pupil needs, alternative provision and work experience. ▪ Academic mentoring of PP student via house leader team (academic linked reward driven) ▪ PP conduct overview tracker utilised by PP leads and linked to intervention and rewards	EEF research indicates that these strategies add 4 months learning through social and emotional interventions. Social and emotional learning	EEF (educationendowmentfoundation.org.uk) Emotional coaching used for mental health and wellbeing support. EEF Social and Emotional Learning 4 months learning. Social and emotional learning	EEF (educationendowmentfoundation.org.uk) EEF Mentoring Interventions 2 months learning. Mentoring	EEF (educationendowmentfoundation.org.uk)	7
Support of PP student to improve proportionate take up of opportunity to engage in wider curriculum opportunities. Participation rates in and out of class activities to be at least proportionally equivalent to those of other pupils (including leadership responsibilities and opportunities). Funding for resources to support this to include: ▪ Uniform ▪ Music tuition ▪ Sport kit ▪ Essential equipment (including revision guides in KS4)	A high quality, aspirational and well-resourced learning environment is key for the success of PP students. Cultural capital is further developed through educational visits and experiences outside the classroom environment. This is paramount for students from poor socio-economic backgrounds. Physical activity	EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3 months learning through sports and art interventions. Arts participation	EEF (educationendowmentfoundation.org.uk)	2,3,6

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- Resources for practical lessons such as ingredients - Support for curriculum-based trips/activities such as Geography field trips - Pre-exam breakfast - Climbing club	EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk) Opportunities for all Year 9 students to experience Year 9 camp. DofE award gives students outdoor adventure learning opportunities. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	
Weekly meetings that monitor and track attendance. Held in conjunction with house leaders, the school attendance officer and the attendance consultant employed by the school. Develop the use of the PP Attendance Tracker so that interventions are tracked.	EEF Social and Emotional Learning 4 months learning. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) EEF Mentoring Interventions 2 months learning. Mentoring | EEF (educationendowmentfoundation.org.uk)	6
Staff awareness of successful PP intervention strategies to be increased through the development of a PP focus research and practice-based inquiry projects and sharing of these.	Utilising the tiered model approach recommended by EEF, with professional development focusing on evidence-based approaches. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
To ensure a whole school drive of PP outcomes, staff awareness of 3-year PP plan to be increased through clear, frequent, and scheduled PP agenda item within L/M and Faculty meetings.	Utilising the tiered model approach recommended by EEF, enabling staff to the academy priorities. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
PP collective profiling to be embedded and further developed to show more extensive list of potential barriers to success.	Utilising the tiered model approach recommended by EEF, enabling staff to understand the needs of students. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
Communication with parents to be increased and targeted through parent Hub events and school bulletin. Focus to be on support with access to technology.	Pastoral PP link to the PP Lead to help with targeted approach. EEF toolkit indicates these strategies add 4 months learning. Parental engagement | EEF (educationendowmentfoundation.org.uk)	8
The mental health support team has 4 avenues of support: a school counsellor, Elsa group work, an emotion coach and a MHST.	Safeguarding and pastoral teams within the academy can quickly and efficiently identify and refer students to counselling and support where required. Students can then	7

This ensures pupils can be signposted to the most appropriate support.	be effectively supported with a range of issues which may be impacting their health and well-being. EEF research indicates that these strategies add 4 months learning through social and emotional interventions. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Social and emotional learning improves interaction with others and self-management of emotions-impacts on attitudes to learning and social relationships in school, which increase progress in attainment.	
Implementation of iPads for Year 7. Improved access to online APPS e.g. Timestable Rockstars, Educake, Bedrock, TEAMS.	Many of our PP students have poor organisational skills, which when paired with a lack of parental engagement can be problematic. The use of TEAMS and iPads allows students, parents and teachers to communicate efficiently and aid the organisation required for effective learning. EEF research indicates that these strategies add 5 months learning through homework interventions alongside gains in conjunctions with parental engagement and digital learning strategies. Homework | EEF (educationendowmentfoundation.org.uk)	9
Investment in DofE and appropriate staff CPD to deliver this successfully for targeted year 9 and 10 cohort.	DofE award launched to all students in Year 9 & 10. All curriculum for life students to be enrolled onto the DofE Bronze award. Support with funding will be available. EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk)	3,1
Increase staff knowledge of individual PP pupils and their needs through regular communication via a half termly PP focus update, incorporating key PP information and individual pupil focus. 'Case study student' and 'Staff quiz'.	Utilising the tiered model approach recommended by EEF, enabling staff to understand the needs of students. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
PP students at transition (Y6 > Y7, 11-12) receive structured House leader phone calls at 6 months and 12 months.	EEF toolkit indicates these strategies add 4 months learning. Parental engagement | EEF (educationendowmentfoundation.org.uk)	2,8

Utilisation of the AQA Unlocking potential programme.	EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning	EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3 months learning through art interventions. Arts participation	EEF (educationendowmentfoundation.org.uk)	2,3
CIAEG tracking to identify gaps in wider experiences and create targeted opportunists.	EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning	EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3months learning through art interventions. Arts participation	EEF (educationendowmentfoundation.org.uk)	2,3
Tracking of engagement of extra-curricular activities and strategically target student activities based on half-termly monitoring.	EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning	EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3months learning through art interventions. Arts participation	EEF (educationendowmentfoundation.org.uk)	3,7

Total budgeted cost: £*119543*

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 2020 to 2021 academic year.

Outcomes for Summer 2023 suggested that pupil premium pupils performance suggests a mixed picture in comparison to the most comparable public examinations sat in Summer 2019, with basics at 4+ improving by 5.9%. However, there was still a significant gap between them and non-pp pupils.

As evidenced in schools across the country, partial closure was most detrimental to our pupil premium pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. We continue to experience the impact of Covid-19 with a significant number of students struggling emotionally to attend school and lessons on a regular basis, and sit public examinations. The impact was mitigated by our resolution to maintain a high-quality curriculum, and targeted tuition by both class teachers and outside agencies, as well as an inclusive approach to rewards and stress buster events, promoting a sense of belonging. Recovery curriculum plans were put in place to mitigate the impact of pupil premium pupils being the least likely to become engaged in remote learning during partial school closures. Pupil premium funding was used to provide support for all pupils and targeted intervention was used where required.

Our most recent plan will continue to build on this approach to ensure the pupil premium funding is utilised to have maximum impact moving forward.

Progress and attainment gap between PP and Non-PP students

The headline figures show our Non-PP students have performed better than those in 2019, the PP cohort during summer 2022 presented significant barriers with attendance and mental health following Covid-19. We can see a slight increase in maths with PP students achieving a grade 4+. Moreover, our most recent plan will continue to work on maximising the impact of the PP funding, and supporting students with excellent pastoral interventions.

Headline	2018-2019	Non-PP	Diff	2022-2023	Non-PP	Diff
Progress 8	-0.81	-0.5	-0.31	-0.92	0.03	-0.95
Proportion of disadvantaged students (%)	29.00%	71.00%		23.00%	77.00%	
KS2	4.62	4.87	-0.25	100.5	103	-2.5
Attainment 8	3.34	4.36	-1.02	2.95	4.36	-1.41
Basics 4+	25.70%	61.30%	-35.6	31.60%	66.10%	-34.50%
Basics 5+	8.60%	19.40%	-10.8	5.30%	41.90%	-36.60%
Basics 7+	0.00%	2.20%	-2.2	0.00%	4.80%	-4.80%
%Grade 4+ in English	60%	79%	-19%	57.90%	85.5	-27.90%
%Grade 5+ in English	34%	47%	-13%	31.60%	64.5	-32.90%
% Grade 4+Maths	26%	71%	-45%	31.60%	67.70%	-36.10%
% Grade 5+ Maths	9%	34%	-25%	5.30%	45.2	-39.90%

Year 11 Summer 2022 Data

Progress from Spring to Public Examinations

Qualification	Subject Progress Index Spring	Subject Progress Index Outcomes	Impact
Art Craft and Design	-1.84	-0.66	1.18
Design and Technology	-0.79	-1.13	-0.34
English Language	-1.46	-0.52	0.94
English Literature	-1.66	-0.84	0.82
Food	-1.73	-1.74	-0.01
Geography	-0.24	0.1	0.34
History	-1.39	-1.54	-0.15
Maths	-1.04	-1.05	-0.01
RE	-1.31	0.88	2.19
Science	-1.52	-0.88	0.64
Science Biology	-0.03	-0.36	-0.33
Science Chemistry	-0.94	-0.27	0.67
Science Physics	-0.94	-0.94	0
Statistics	-1.26	-0.94	0.32
Tech Creative iMedia	-1.63	-1.28	0.35
Tech Engineering	-1.77	-1.22	0.55
Tech Health and Social Care	-0.24	0.76	1
Tech Performing Arts	-4.2	-3.53	0.67
Tech Sports	0.36	-1.02	-1.38
Summary	-1.43	-0.89	0.54

Impact of Excellent Teaching:

Data comparisons based on work sampling in Autumn 2021 and Autumn 2022

Work Sampling - Assessment 21-22				
Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Assessment: Teacher / student dialogue evident	0	30	70	0	Area to Improve

Work Sampling - Assessment 22-23				
Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Assessment: Teacher / student dialogue evident	0	66.7	33.3	0	Effective

Work Sampling - T & L 21-22				
Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
T & L: Differentiation is evident between learners	0	27.3	72.7	0	Area to Improve

Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
T & L: Evidence of independent learning	0	40	60	0	Area to Improve
T & L: Focus on improving communication	0	0	100	0	Area to Improve
T & L: Homework	0	0	100	0	Area to Improve
T & L: QF / GS approaches	0	90.9	9.1	0	Effective
T & L: Quantity of work completed.	0	81.8	18.2	0	Effective
T & L: Work follows SOW and curriculum mapping	0	90.9	9.1	0	Effective

Work Sampling - T & L 22-23					
Focus Area Name	**H Effective (%)**	**Effective (%)**	**Area to Improve (%)**	**Action Required (%)**	**Average Outcome**
T & L: Differentiation is evident between learners	0	100	0	0	Effective
T & L: Evidence of independent learning	0	83.3	16.7	0	Effective
T & L: Focus on improving communication	0	33.3	66.7	0	Area to Improve
T & L: Homework	0	100	0	0	Effective
T & L: QF / GS approaches	0	100	0	0	Effective
T & L: Quantity of work completed.	0	100	0	0	Effective
T & L: Work follows SOW and curriculum mapping	0	100	0	0	Effective

Data comparisons based on learning walks in Autumn 2021 and Autumn 2022

Observation - Assessment 21-22					
Focus Area Name	**H Effective (%)**	**Effective (%)**	**Area to Improve (%)**	**Action Required (%)**	**Average Outcome**
Assessment: Feedback / Assessment	0	43.5	56.5	0	Area to Improve
Assessment: Overall Grade	0	20.8	79.2	0	Area to Improve
Assessment: Questioning	0	44	56	0	Area to Improve
Assessment: Review	0	25	66.7	8.3	Area to Improve
Total	0	29	54	1	Area to Improve

Observation - Assessment 22-23					
Focus Area Name	**H Effective (%)**	**Effective (%)**	**Area to Improve (%)**	**Action Required (%)**	**Average Outcome**
Assessment: Feedback / Assessment	8.3	45.8	45.8	0	Effective
Assessment: Overall Grade	4.2	54.2	41.7	0	Effective
Assessment: Questioning	8.3	62.5	29.2	0	Effective
Assessment: Review	6.3	56.3	37.5	0	Effective

Total	6	48	34	0	Effective

Observation - Delivery 21-22

Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Delivery: Behaviour and Attitudes	0	73.9	26.1	0	Effective
Delivery: Communication	0	78.6	21.4	0	Effective
Delivery: Depth of Learning	0	21.7	73.9	4.3	Area to Improve
Delivery: Empower / Progress	0	26.9	73.1	0	Area to Improve
Delivery: Expectations	0	75	25	0	Effective
Delivery: Expertise	0	88.5	11.5	0	Effective
Delivery: Overall Grade	0	38.5	61.5	0	Area to Improve
Total	0	91	70	1	Effective

Observation - Delivery 22-23

Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Delivery: Behaviour and Attitudes	16	80	4	2	Effective
Delivery: Communication	8.3	79.2	8.3	24	Effective
Delivery: Depth of Learning	9.5	57.1	33.3	21	Effective
Delivery: Empower / Progress	9.5	66.7	23.8	21	Effective
Delivery: Expectations	12.5	66.7	20.8	24	Effective
Delivery: Expertise	13	69.6	17.4	23	Effective
Delivery: Overall Grade	4.2	75	20.8	24	Effective
Delivery: SEN Support – new category	15.4	76.9	7.7	13	Effective
Delivery: SMSC Attitudes – new category	10	80	10	10	Effective
Total	20	133	31	185	Effective

Observation - Planning 21-22

Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Planning: Objectives	0	54.5	45.5	0	Effective
Planning: Overall Grade	0	55.6	44.4	0	Effective
Planning: QF / GS approaches	0	74.1	25.9	0	Effective
Planning: SEN Support	0	66.7	33.3	0	Effective
Total	0	51	31	0	Effective

Observation - Planning 22-23

Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Planning: Objectives	9.5	76.2	14.3	21	Effective
Planning: Overall Grade	4.2	87.5	8.3	24	Effective
Planning: QF / GS approaches	4.2	83.3	12.5	24	Effective

	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Planning: SEN Support	14.3	71.4	14.3	14	Effective
Total	6	67	10	83	Effective

Observation - Overall 21-22

Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Overall Grade for the Lesson	0	45.8	54.2	0	Area to Improve
Total	0	11	13	0	Area to Improve

Observation - Overall 22-23

Focus Area Name	H Effective (%)	Effective (%)	Area to Improve (%)	Action Required (%)	Average Outcome
Overall Grade for the Lesson	4	76	20	0	Effective
Total	1	19	5	0	Effective

Data is based on Summer 2023 Data Entry for PP students compared with Non-PP students.

Year 7 (Current Year 8):

Average Points	PP	Non-PP	Gap
KS2	103	102.5	-0.5
Cohort	1.30	1.36	-0.06
Female	1.44	1.53	-0.09
Male	1.20	1.26	-0.06
HPA	1.94	1.62	0.32
MPA	1.37	1.51	-0.14
LPA	0.87	0.96	-0.09

Average Points	PP	Non-PP	Gap
Art	0.74	0.58	0.16
Design and Technology	1.17	1.35	-0.18
Drama	1.09	1.14	-0.05
English Language	1.05	0.9	0.15
French	1.74	1.61	0.13
Geography	2	2.22	-0.22
History	1.3	1.46	-0.16
ICT	0	0.03	-0.03
Maths	2	1.94	0.06
Music	1.57	1.68	-0.11
PE	1.04	1.39	-0.35
RE	1.74	1.7	0.04
Science	1.22	1.42	-0.2
Spanish	1.57	1.6	-0.03
Summary	1.3	1.36	-0.06

Year 8 (Current Year 9):

Average Points	PP	Non-PP	Gap
KS2	101.5	102.5	-1.0
Cohort	1.71	2.21	-0.50
Female	1.73	2.38	-0.65
Male	1.70	2.07	-0.37
HPA	3.29	2.78	+0.51
MPA	1.88	2.34	-0.46
LPA	1.47	1.83	-0.36

Average Points	PP	Non-PP	Gap
Art	1.31	1.88	-0.57
Design and Technology	1.14	1.57	-0.43
Drama	1.45	2.03	-0.58
English Language	1.34	2.07	-0.73
French	2.04	2.48	-0.44
Geography	1.83	2.64	-0.81
History	1.79	2.58	-0.79
ICT	1.59	2.12	-0.53
Maths	1.83	2.37	-0.54
Music	2.14	2.38	-0.24
PE	1.52	2	-0.48
RE	2.03	2.78	-0.75
Science	2.1	1.98	0.12
Spanish	2.08	2	0.08
Summary	1.71	2.21	-0.5

Year 9 (Current Year 10):

Average Points	PP	Non-PP	Gap
KS2	96.5	99.5	-3.0
Cohort	2.01	2.67	-0.66
Female	2.20	2.86	-0.66
Male	1.80	2.53	-0.73
HPA	N/A	3.38	N/A
MPA	2.38	2.96	-0.58
LPA	1.86	2.20	-0.34

Average Points	PP	Non-PP	Gap
Art	2.14	2.53	-0.39
Design and Technology	1.68	2.24	-0.56
Drama	2.11	2.4	-0.29
English Language	1.75	2.43	-0.68
Geography	1.92	2.77	-0.85
History	2.08	2.77	-0.69

ICT	1.49	2.07	-0.58
Maths	2.33	3.41	-1.08
MFL French	2.25	2.65	-0.4
Music	2.04	2.31	-0.27
PE	1.97	2.77	-0.8
RE	2.57	3.5	-0.93
Science	1.89	2.77	-0.88
Summary	2.01	2.67	-0.66

Year 10 (Current Year 11):

Average Points	PP	Non-PP	Gap
KS2	100.5	104	-3.5
Cohort	2.34	3.74	-1.4
Female	2.54	3.85	-1.31
Male	2.08	3.63	-1.55
HPA	2.56	5.26	-0.27
MPA	2.28	3.74	-1.46
LPA	1.56	2.14	-0.58

Average Points	PP	Non-PP	Gap
Art and Design	2.8	3.26	-0.46
Business Studies	2.8	2.12	0.68
Design and Technology	1.2	2.46	-1.26
Engineering	1.67	2.36	-0.69
English Language	2.3	3.69	-1.39
English Literature	2.13	3.54	-1.41
Food	1.08	2.18	-1.1
French	2	4	-2
Geography	2.73	4.55	-1.82
History	2.7	3.55	-0.85
Maths	2.52	3.45	-0.93
Media/Film Studies	2	5.08	-3.08
RE	2	5.33	-3.33
Science	2.57	3.09	-0.52
Science Biology	3	5.93	-2.93
Science Chemistry	5	5.48	-0.48
Science Physics	3	5.38	-2.38
Statistics	2	5.14	-3.14
Tech Health and Social Care	2.47	3.78	-1.31
Tech Performing Arts	3	4.54	-1.54
Tech Sports	2.13	3.8	-1.67
Textiles	2.33	4	-1.67
WJEC ICT	1.54	2.61	-1.07
Summary	2.34	3.74	-1.4

Impact - Pastoral data key figures 2022 - 2023

Attendance

Attendance data over the last 3 years indicates that attendance among PP pupils compared with Non-PP is significantly lower, with a gap of -8.4% in 2021-2022. The size of this gap increased in the school year 22-23 to -12.04% . The PA figure for disadvantaged pupils has also remained higher over the past 3 years, with a 21.2% difference in 2021-2022 between disadvantaged pupils compared with those who are not. This increased further in 22-23 to - 26.38%.

Behaviour

Suspensions of disadvantaged students has increased by 252 comparing 21 –22 to 22 – 23. PP students are over represented with negative behaviour points with 39.18%, 13% higher than their cohort representation. However, they are also represented with positive behaviour points where they receive 50% of the overall points.

Pupil Premium Individual Spend Impact:

Intervention	Impact
Climbers club engagement	Student voice demonstrated 100% increase in confidence with climbing
Uniform assistance for Year 9 student	Improved BFL from 0.8 (Jan) to 1.2 (July)
English tuition for Year 11 student	Student left before completing GCSEs
Breakfast club	46 PP students have accessed the breakfast from the breakfast club.
VIP Stopgap Year 7 student	100% attendance and no exclusion received during this period.
AQA Unlocking potential	Two visits to Manchester and one to London. Social Action Project (SAP) - mental health awareness morning for Years 7, 8 and 9. Elite athlete mentor was former British and European skateboard champion, Neil Danns. 100% of pupils enjoyed the morning; 94% agreed that it helped their mental health; 100% agreed the event was well-organised and 100% agreed they would like a similar activity again next year, ideally termly if possible.
History trip to Apedale heritage site 28 Y8 PP students	Improvement of 12% in history knowledge
Music intervention Y9 student	Improved short / long term memory using rote learning Developed spatial awareness of the keyboard Reinforcing self-esteem and confidence in own abilities by performing in lessons Developing listening skills through structured, teacher-led activities October 2023 – passed pre-grade introductory piano exam with Distinction (88/100)
Music intervention Y10 student	Self-confidence developed through performances Developed organisational skills, e.g. getting to lessons on time with the correct equipment Improved short / long term memory using rote learning Using ICT and music-specific software in the study of music theory October 2023 - passed pre-grade introductory piano exam with Distinction, 87/100
Music intervention Y7 student	Improved self-confidence developed through performance opportunities (both as a soloist and ensemble member) Performed to an audience of over 100 people in the local community that they were not familiar with, which was a huge achievement Developed team-building and listening skills through ensemble work Improved cognitive skills through improvisation, which was a struggle top begin with Developed ICT skills through the use of music specific software October 2023 - passed pre-grade introductory piano exam with Distinction, 90/100

Music intervention Y9 student	Worked as a team member through emsemble performances Commmunicated ideas Considered others and their input
Period 6 rewards	Attendance at Period 6 seen a total of 292 sessions attended by Year 11 PP students. 78.9% of the PP cohort have attended Period 6 sessions. 15.1% of all sessions attended have been from PP students, just 7.8% short of the percentage of PP students in the year group
French revision resources for one student	Student did not sit GCSE
History revision resources for a Year 11 students	History grade improved from 2- to 5
Calculators, rulers, pair of compasses and protractors for PP students	Average points improved from 2.81 to 3.25
Breaktime snack	Student 1 - Improved BFL from 0.8 (Jan) to 1.2 (July) Student 2 - Improved BFL from 1.43 (Jan) to 1.57 (July)
Revision stationary for a Year 11 students	Average grade from PPEs to Outcomes was 6+ to 7-
Health and Social Care	Student is now enrolled on Level 3 Health and Scoial Care course
Uniform EK / CP Y11 Jan 23	Student 1 – Improved History from 1+ to 2, maths from 3 to 4 and RE from 2 to 5 Student 2 – Improved art from X to 2 and Science from 33 to 43
English revision resources for a Year 11 student	English Literature grade improved from 3 to 6
PPE celebration rewards events	Improved SPI in art, English language, English literature, Geography, RE, Science, Chemistry, Statistics, iMedia, Engineering, Health and Social Care and Performing Arts
Food ingredients Y7	100% engagement from PP students in practical lessons
Food ingredients Y8	100% engagement from PP students in practical lessons
Food ingredients Y9	100% engagement from PP students in practical lessons
Food ingredients Y10	100% engagement from PP students in practical lessons
Food ingredients Y11	Average points improved from 2.55 to 2.92
Science revision guides Y11	Biology improved from 4 to 6- Chemistry improved from 4 to 6- Physics improved from 5- to 5
Catering uniform for a Year 11 student	Student was able to engage in practical lessons and practical examination for food
Cybergirls Y8 trip	Student voice demonstrated all students found the trip useful and enjoyable
History revision resources Y9	Average grade increased of one sub grade
History revision resources Y10	No movement in average grade from January to July
History revision resources Y11	Average points improved from 2.60 to 3.64
English curriculum resources Y7	Average grade increased of one sub grade
English revision resources Y9	Average grade increased of one sub grade
English revision resources Y10	Average grade increased of one sub grade
English revision resources Y11	Average grade increase of 2 sub levels in Literature and 1 sub level in Language
French curriculum resources Y7	Average grade increased of one sub grade
French curriculum resources Y8	No movement in average grade from January to July
French curriculum resources Y9	No movement in average grade from January to July
Discovery maths resources for Y7	Average grade increased of one sub grade
Discovery maths resources for Y8	Average grade increased of one sub grade
Discovery maths resources for Y9	Average grade increased of one sub grade
Kerboodle for science Y9	Average grade increase of a full grade
Kerboodle for science Y10	Average grade increased of one sub grade
Kerboodle for science Y11	Biology improved from 4 to 6- Chemistry improved from 4 to 6- Physics improved from 5- to 5

Personalised pastoral support from LHO	92% improved attendance, 50% improved BfL, 66.7% improved achievement points

Qualification	Subject Progress Index Spring	Subject Progress Index Outcomes	Impact
Art Craft and Design	-1.84	-0.66	1.18
Design and Technology	-0.79	-1.13	-0.34
English Language	-1.46	-0.52	0.94
English Literature	-1.66	-0.84	0.82
Food	-1.73	-1.74	-0.01
Geography	-0.24	0.1	0.34
History	-1.39	-1.54	-0.15
Maths	-1.04	-1.05	-0.01
RE	-1.31	0.88	2.19
Science	-1.52	-0.88	0.64
Science Biology	-0.03	-0.36	-0.33
Science Chemistry	-0.94	-0.27	0.67
Science Physics	-0.94	-0.94	0
Statistics	-1.26	-0.94	0.32
Tech Creative iMedia	-1.63	-1.28	0.35
Tech Engineering	-1.77	-1.22	0.55
Tech Health and Social Care	-0.24	0.76	1
Tech Performing Arts	-4.2	-3.53	0.67
Tech Sports	0.36	-1.02	-1.38
Summary	-1.43	-0.89	0.54

Recovery Impact:

Year 11 Period 6 and Holiday Revision Subject Specific Tuition:

Data based on Y11 PPE spring grades and Y11 Outcomes

Subject	Total student hours	All students	PP total student hours	PP students	SEND total student hours	SEND students
Art	58	0.94	16	0.60	5	1.00
DT	99	-0.71	18	-0.33	8	-1.00
Engineering	50.5	0.64	6	0.50	N/A	N/A
Food	35.5	-2	7.5	-2	N/A	N/A
Health and Social Care	6	0	N/A	N/A	N/A	N/A
iMedia	8	-1.20	N/A	N/A	1	-1.00
Music	4	0.67	N/A	N/A	N/A	N/A

Y11 Core Subject Revision Residential Trip and Resources:

Data based on Y11 PPE spring grades and Y11 Outcomes

- 43.4% of the year group attended the revision residential
- In English the average grade increase was 0.72
- In maths the average grade increase was 0.25
- In science the average grade increase was 0.53
- No SEND students attended the residential
- 22.2% of students who attended the residential are PP, which is representative of the percentage of PP students in the year group

Year 11 Revision Resources for PP Students:

Data based on Y10 PPE summer grades and Y11 Outcomes

Subject	Year 10 PPE Summer 2022	Year 11 Outcomes 2023	Impact
English Language	3	4	1
English Literature	3	3	0
Maths	2	3	1
Science	22	32	1
Biology	6	7	1
Chemistry	6	7	1
Physics	4	6	2
Geography	2	3	1
RE	5	6	1
DT	1	2	1
Art	2	4	2

Year 11 Tuition with DHA:

Data based on Y11 PPE spring grades and Y11 Outcomes

Subject	Year 11 PPE Spring	Year 11 Outcomes	Impact
English Language	U	5	5
English Literature	U	3	3
Maths	X	3	N/A
Science	X	43	N/A
Statistics	X	4	N/A

Justmaths subscription to GCSE resources:

Data based on Y10 PPE summer grades and Y11 Outcomes

Subject	Year 10 PPE Summer 2022	Year 11 Outcomes 2023	Impact
Maths	2	3	1

Whiterose mastery subscription for Key Stage 3:

Data based on average points from autumn CWG and summer CWG

Year	Autumn CWG	Summer CWG	Impact
7	1.64	1.93	0.29
8	1.63	2.06	0.43
9	2.18	2,44	0.26

Catch up maths resources supporting the progress of LPA Year 7 and Year 8 students:

Data based on average points from autumn CWG and summer CWG

Year	Autumn CWG	Summer CWG	Impact
7	1.00	1.31	0.31
8	1.37	1.50	0.13

Mathspad subscriptions supporting Key stage 3 progress:

Data based on average points from autumn CWG and summer CWG

Year	Autumn CWG	Summer CWG	Impact
7	1.64	1.93	0.29
8	1.63	2.06	0.43
9	2.18	2,44	0.26

Bedrock Mapper PP vs Non-PP Engagement:

PP	September 2022 – July 2023		
	Pre-test score %	Post-test score %	Impact %
No	59	72	22
Yes	61	74	21

Educake PP vs Non-PP Engagement:

Year	Non-PP			PP			PP v Non-PP Comparison of average number of questions answered per pupil
	Total number of questions answered	Number of pupils	Average number of questions per pupil	Total number of questions answered	Number of pupils	Average number of questions per pupil	
7	7047	73	**97**	1806	19	**95**	**-2**
8	9140	59	**155**	2621	34	**77**	**-78**
9	20404	73	**280**	5083	37	**137**	**-143**
10	17837	96	**186**	2776	27	**103**	**-83**
11	7211	58	**124**	3305	25	**132**	**+8**

Year 7 and 9 iPads:

Enabling students to access lesson materials and fully participate in lessons, as well as digital platforms including bedrock mapper, educake and timestables rockstars

Timestable Rockstars:

PP	November 2022			January 2023			March 2023		
	Average days played	Average coins earned	Average correct answers	Average days played	Average coins earned	Average days played	Average coins earned	Average correct answers	Average correct answers
No	4.4	5619.0	768.0	4.9	5755.0	9.7	10642.8	1182.4	856.0
Yes	4.2	5303.3	735.8	4.5	5500	10.9	9230.7	1021.6	483.0

PP	April 2023			June 2023			July 2023		
	Average days played	Average coins earned	Average correct answers	Average days played	Average coins earned	Average correct answers	Average days played	Average coins earned	Average correct answers
No	6.9	7865.0	908.7	6.9	7865.0	908.7	6.9	7865.0	908.7
Yes	7.2	6618.7	681.7	7.2	6618.7	681.7	7.2	6618.7	681.7

Furthermore, during student voice Year 9 students on average use their iPads in 2 - 3 lessons per day, Microsoft Word is accessed at least once a week by 61.2%, PowerPoint is accessed at least once a week by 64.7%, Teams is accessed at least once a week by 95.3%, and 70.6% of students use their iPad to complete independent study and homework more than 50% of the time.

NGRT Autumn Term 2022 comparison with Summer 2023:
- Students with a reading age of 17+ has increased by 5.05%
- Females in years 8 and 9 have increased the average difference positively between their summer reading age and chronological age

Year	Autumn	Summer	Impact
8	3	5.6	2.6
9	2.2	4.4	2.2

- PP students in years 9 and 10 have made more than expected progress in their reading age, with expected progress being 0

Year	Months progress
9	4.1
10	0.5

- The standardised scores have improved in years 8, 9 and 10 for all students, females and PP students

Year	All	Female	PP
8	1	2.5	0.5

9	0.7	2.8	2.8	
10	0.2	1.4	2.3	

- Reading group peer mentoring

	Reading age in months			SAS		
Group	Autumn	Summer	Impact	Autumn	Summer	Impact
All	125.1	138.5	13.4	85.8	89.4	3.6
Males	119.7	128.5	8.8	84.5	86.6	2.1
Females	129.4	146.3	16.9	86.8	91.7	4.9
PP	125.6	149.4	23.8	84.8	94.2	9.4
SEND	124.4	142.6	18.2	85.5	91.3	5.8

Catch-up Literacy:
Training completed with all TAs. Little impact has been demonstrated by this intervention due to student attendance.

Pastoral interventions with DHA:
Average attendance increase from spring term 1 to summer term 2 was 13.4%.

School-led Tuition Impact:

Period 6 and Holiday Revision Engagement:
HT1
- 68.7% of the cohort have attended sessions, with the average number of sessions attended being 3.2
- There has been a total of 54 sessions attended in English with 34.9% of the cohort
- In Maths, a total of 84 sessions have been attended by 41.0% of the cohort
- In Science, a total of 65 sessions have been attended by 33.7% of the cohort

HT3
- 84.0% of the year group have now attended Period 6, which compares well to only 68.7% of the cohort in November
- There has been a total of 158 (54 in November) sessions attended in English with 48.1% (34.9%in November) of the cohort
- In Maths, a total of 337 (84 in November) sessions have been attended by 71.6% (41.0% in November) of the cohort
- In Science, a total of 230 (65 in November) sessions have been attended by 43.2% (33.7% in November) of the cohort
- A total of 58 sessions have been attended by Year 11 SEND students. 66.7% of our SEND cohort have attended Period 6 sessions and 6.3% of all sessions attended has been from SEND students, just 1.1% short of the percentage of SEND students in the year group
- Attendance at Period 6 has improved over the past few months, with a total of 202 sessions attended by Year 11 PP students. 73.9% of our PP cohort have attended Period 6 sessions and 25.2% of all sessions attended have been from PP students, just 3% short of the percentage of PP students in the year group

HT5
- 88.0% of the year group have now attended Period 6, which compares well to only 68.7% of the cohort in November and 84.0% in February with the average number of sessions attended being 9.4
- There has been a total of 334 (158 in February) sessions attended in English with 61.4% (48.1% in February) of the cohort
- In Maths, a total of 729 (337 in February) sessions have been attended by 75.9% (71.6% in February) of the cohort

- In Science, a total of 555 (230 in February) sessions have been attended by 48.2% (43.2% in February) of the cohort
- A total of 149 sessions have been attended by Year 11 SEND students. 66.7% of our SEND cohort have attended Period 6 sessions and 7.7% of all sessions attended has been from SEND students, which is 0.5% over the percentage of SEND students in the year group
- Attendance at Period 6 has improved over the past few months, with a total of 292 sessions attended by Year 11 PP students. 78.9% of our PP cohort have attended Period 6 sessions and 15.1% of all sessions attended have been from PP students, 7.8% short of the percentage of PP students in the year group

Year 11 Period 6 and Holiday Revision Subject Specific:
Data based on Y11 PPE spring grades and Y11 Outcomes impact

Subject	Total student hours	All students	PP total student hours	PP students	SEND total student hours	SEND students
English Language	126.9	0.63	23.75	0.25	22.75	1.67
English Literature	136.5	0.51	22.25	-0.20	3.75	0.67
Maths	677.50	0.49	91.50	0.08	29.5	0
Science	174.25	0.67	18.50	0.20	40.875	0
Biology	63.00	-0.36	15.75	-0.33	N/A	N/A
Chemistry	39.00	0.42	6.5	2.00	N/A	N/A
Physics	47.25	-0.64	11.25	0.00	N/A	N/A
French	2	-2	N/A	N/A	N/A	N/A
Geography	15	-0.14	4	0.33	3	-0.33
History	4.5	0	1	-1.00	0.5	-1.00
RE	29	0.71	5	2	4	2

Summer Term NTP Y7 to Y10 Core Subjects:
During summer term 2, a total of 104 teaching hours of tuition has taken place for English, Maths and Science, with a total of 339 sessions attended by targeted students, however due to issues with our NTP partner, maths suffered with cancelations with little notice, which took further time to replace
- Maths pre-test average was 40% and the post-test average was 41%, an increase of 1%
- Science pre-test average was 42% and the post-test average was 55%, an increase of 13%
- English pre-test average was 39% and the post-test average was 57%, an increase of 18%
- 20.0% of students attending maths tuition are SEND
- 13.7% of students attending science tuition are SEND
- 32.3% of students attending English tuition are SEND
- SEND students in maths have seen an increase of 2% from pre-test to post-test, in English has seen an increase of 17% from pre-test to post-test and in science has seen an increase of 14%
- 57.1% of students attending maths tuition are PP
- 39.2% of students attending science tuition are PP
- 32.3% of students attending English tuition are PP
- PP students in maths has seen an increase of 1% from pre-test to post-test, in English has seen an increase of 20% from pre-test to post-test and in science has seen an increase of 17%

Summer School Y6 to Y7 Core Subjects Student Voice:
Q1: Primary school distribution

Primary	Student Voice Completed
Ravensmead	11
Alsager's Bank	5
Wood Lane	5
Sun Academy (Bradwell)	1

Westlands Primary	1
Silverdale Primary	1
St. Chad's	2
Total	**26**

Q2: I enjoyed the summer school

Strongly Agree	14 students / 54%	*The pupil who disagreed wanted to come another day!*
Agree	11 students / 42%	
Disagree	1 students / 4%	
Strongly Disagree	0 students / 0.0%	

Q3: Summer school helped me learn my way around the building better

Strongly Agree   8 students / 31%
Agree   13 students / 50%
Disagree   5 students / 19%
Strongly Disagree   0 students / 0.0%

Q4: I feel better prepared to start STBA in September

Strongly Agree	11 students / 42%	
Agree	14 students / 54%	
Disagree	1 students / 4%)	*The pupil who disagreed only attended Day 1.*
Strongly Disagree	0 students / 0.0%	

Q5: The session I enjoyed most was:

Sessions	Total
Athletics	3
Team Building	6
ICT	2
Food	12
English	1
Science	2

Q6: My favourite thing about summer school was:

Student Comment	Total
Absolutely everything	7
All the sessions were fun	10
The range of different activities	16
Everyone was kind/nice	10
Getting to know the staff	13
Getting to meet new friends/students	22
Total	**78**

Y11 Core Subject Revision Residential:
Data based on Y11 PPE spring grades and Y11 Outcomes
- 43.4% of the year group attended the revision residential
- In English the average grade increase was 0.72
- In maths the average grade increase was 0.25
- In science the average grade increase was 0.53
- No SEND students attended the residential
- 22.2% of students who attended the residential are PP, which is representative of the percentage of PP students in the year group

Small Group Tuition:

Since November, a total of 198 teaching hours of tuition has taken place for English, Maths and Science, with a total of 645 sessions attended by targeted students

- Maths pre-test average was 25% and the post-test average was 41%, an increase of 16%
- Science pre-test average was 20% and the post-test average was 59%, an increase of 39%
- English pre-test average was 46% and the post-test average was 69%, an increase of 23%
- 26.8% of SEND students are taking part in small group tuition across core subjects
- SEND students in maths have seen an increase of 13% from pre-test to post-test, in English has seen an increase of 13% from pre-test to post-test and in science has seen an increase of 47%
- 29.4% of all PP students have taken part in small group tuition across core subjects
- PP students in maths has seen an increase of 17% from pre-test to post-test, in English has seen an increase of 15% from pre-test to post-test and in science has seen an increase of 40%

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
NTP	Connexus

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.