

The Friary School

PUPIL PREMIUM STRATEGY STATEMENT 2022-2024

Introduction

Our Pupil Premium Strategy Statement is recorded in line with the format specified in DfE Guidance which can be viewed [here](#).

This statement details our school's use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our Disadvantaged students.



It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year, and last year's outcomes for Disadvantaged students.

This plan would normally encompass a 3-year strategy but due to the impact of COVID we curtailed it to two years to better facilitate review and to ensure that our provision adapts around the changing needs of catch-up which evidence shows most seriously affects those students from Pupil Premium / Disadvantaged families.

Headline Data

School Overview

Detail	Data
Number of Students in School	1,229
Proportion (%) of Pupil Premium Eligible Students	19.8%
Academic Years that our current Pupil Premium Strategy Plan covers	2022-2024
Date this Statement was Published	September 2022
Date on which it will be Reviewed	July 2024
Statement Authorised by	Headteacher / Governing Body
Pupil Premium Lead	Bex Oldfield (Assistant Headteacher) / Matt Allman (Headteacher)
Governor / Trustee Lead	Nicola Townsend / Gillian Findlay

Funding Overview

Detail	Data
Pupil Premium Funding Allocation this academic year	£209,070
Recovery Premium Funding Allocation this academic year	£57,684
Pupil Premium (and Recovery Premium) Funding carried forward	£0
Total Budget for this academic year	£266,754

Part A - Pupil Premium Strategy Plan

Statement of Intent

Our Pupil Premium funding for 2022-2023 was £184,195 and 2023-2024 was £209,070. Additionally, we were granted £53,544 in 2022-2023 and £57,684 as our Recovery Premium.

Our intention is that all students, irrespective of their background or the challenges, make good progress and achieve high attainment across the curriculum.

The focus of our Pupil Premium Strategy is to support Disadvantaged students to achieve this goal and in enabling this we look beyond the classroom and the exam hall to facilitate their learning through support for attendance, behaviour, peer and social engagement, wider participation and aspirations, and in securing a successful post-school destination.

Within these foci, we will integrate wider support agencies (where appropriate), include social workers, SEND support, the Virtual School, external health / mental health agencies, wider family support, as well as other community organisations. This approach reflects our emphasis on the whole child and our commitment to providing wrap-around interventions to secure success for each Disadvantaged student.

High-quality teaching is at the heart of our approach, with a focus on areas in which Disadvantaged students require the most support informed through wide evidence proving that this has the greatest impact on closing the Disadvantaged attainment gap, and at the same time will benefit the Non-Disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that Non-Disadvantaged students' attainment will be sustained and improved alongside progress for their Disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including Non-Disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of Disadvantaged status. The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes
- raise expectations of what they can achieve

Challenges

This table details the key challenges to achievement that we have identified among our Disadvantaged students:

No.	Focus	Details of Challenge
1	Increasing Pupil Premium Cohorts	<p>We have growing Disadvantaged cohorts in future years; ie - Summer 2022 saw 14% (28), with forthcoming cohorts seeing marked increase; ie = Y11 = 17.4% (34), Y10 = 19.3% (40), Y9 = 19.9% (42), Y8 = 22.0% (47), Y7 = 20.4% (44).</p> <p>This will necessitate a wider scope of monitoring and intervenient in order to maintain standards. This will be in the context of the wider cohort experiencing more Disadvantaged students in their group.</p>
2	Improving Overall P8 +0.0 (with a particularly challenging Disadvantaged cohort in Summer 2023)	<p>We have secured Disadvantaged Progress at 0.0+ (so in the Top 20% of schools) for the last three validated academic years; ie - 2022 = +0.17, 2019 = +0.02, 2018 = +0.02.</p> <p>Our Year 11 (Summer 2023) cohort has a pocket of students who are persistent non-attenders and have very high level of need. Despite extensive interventions - involving a range of approaches and agencies - there are embedded contextual cultures which do not support improvement. The focus will be on maintaining standards - with increasingly personalised strategies - within a content of lower cohort headline data. Nonetheless, it would be expected that this would be above national Disadvantaged averages. See Part B for outcomes.</p> <p>Our Year 10 (Summer 2024) cohort is well-established and in a different contextual place to their Summer 2023 counterparts. The focus will be on further extending their rates of progress towards the Summer 2022 benchmark.</p>
3	Raising Achievement E-Bacc Subjects	<p>The overall Progress measurements in the overwhelming majority of subject areas are above national averages for the Disadvantaged cohort yet there are still areas to improve, such as Maths (-0.41 in Summer 2022). Additionally, the gap between Disadvantaged and Non-Disadvantaged is around ½ grade.</p> <p>The school has seen marked improvements in outcomes since 2016 - with the key focus since 2019 of GCSE English and Maths at Grade 5+ successfully boosted in Summer 2022 (61% - from 43% in Summer 2019). However, this improving picture needs to see a further closing of the achievement gap, even in in subject areas like English (+0.08) and the Open Pot (+0.92) where outcomes levels are very particularly positive.</p>

No.	Focus	Details of Challenge
4	Sustaining Increase in E-Bacc Entry	<p>It is important we retain a positive trend in entry levels for the E-Bacc. The overall picture has seen an upward trajectory; ie - 2020 = 31.8%, 2021 = 38.5%, 2022 = 57.1%, 2023 = 60.0%, 2024 = 64.7%. This trajectory has been replicated in the increasing Pupil Premium / Disadvantaged cohort take the E-Bacc suite of subjects; ie - 2020 = 14.7%, 2021 = 16.3%, 2022 = 23.1% , 2023 = 41.2%, 2024 = 37.5%.</p> <p>The increase impact of COVID on the Pupil Premium / Disadvantaged cohort brings an increased risk this trajectory so it is important that our catch-up approach - especially in French and Maths for the E-Bacc where the inter-connectivity of learning is greatest - is maintained.</p>
5	Re-Establishing Learning Routines	<p>The impact of COVID has had a lasting impact on all students, but those students who are Pupil Premium / Disadvantaged are evidentially more likely to be adversely affected. This presents a necessity to maintain a sharp focus on embedding learning routines in all lessons, but with a focus on those children who are at increased risk of being or becoming more disengaged.</p> <p>The overall picture in the school is positive - with our Year groups between Years 7-10 less adverse affected than our Year 11 cohort (who lost the critically socio-emotionally formative Years 8 and 9), but there remains a need to focus on students on an individual basis, and on the Pupil Premium / Disadvantaged cohort in particular. This connects more widely into related issues includes mental health, familial issues, personal well-being, etc.</p>
6	Re-Establishing Attendance Routines	<p>Similarly, the COVID legacy has negatively impacted nationally on attendance levels, and once more the Pupil Premium / Disadvantaged cohort has been most adversely affected. Our overall attendance levels for 2021-2022 were down on pre-COVID levels but are expected to be better than national averages; ie - Absence = 6.11% / Persistent Absence = 14.48. As per the national trend our Pupil Premium / Disadvantaged cohort had lower levels of attendance; ie - Disadvantaged Absence = 9.82% / Disadvantaged Persistent Absence = 32.4%.</p> <p>We expect our Disadvantaged attendance levels to be better / in line with national averages, but clearly there remains an urgency in boosting these levels of attendance. This connects more widely into related issues includes mental health, familial issues, personal well-being, etc.</p>

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether they have been achieved:

No.	Intended Outcomes	Success Criteria
1	To ensure overall Pupil Premium / Disadvantaged outcomes are at +0.2 by Summer 2024	<p>The Premium / Disadvantaged outcomes for Summer 2022 were our best ever at +0.17 and we are pitching at that level for Summer 2024.</p> <p>This sees us set ambitious cohort targets of -0.1 (2023) and then +0.2 (2024)</p>
2	To ensure Pupil Premium / Disadvantaged in the English, Maths, E-Bacc and Open Pots are positive and Disadvantaged / Non-Disadvantaged gaps are significantly reduced	<p>The Premium / Disadvantaged outcomes for Summer 2022 were our best ever at +0.17 - and with the English, Maths, E-Bacc and Open pots all better than national averages - and we are pitching above these levels for Summer 2024.</p> <p>This sees us ambitious targeting all 'Pots' to be at 0.01 and better with the Disadvantaged / Non-Disadvantaged gaps reducing to 0.3 in each group.</p>
3	To further improve overall and Pupil Premium / Disadvantaged E-Bacc entry levels	<p>Our E-Bacc entry levels are significantly above national averages; ie - in Summer 2022 we were at 57% against a national average of 39%. The Pupil Premium / Disadvantaged E-Bacc entry level echo this trend stood at 23.1% in Summer 2022.</p> <p>Looking forward, we are targeting the Pupil Premium / Disadvantaged E-Bacc completion rate (at Grade 4+) to be above 35% in Summer 2023 and Summer 2024. Beyond that, we will be targeting this score to be at 45%.</p>
4	To further improve Pupil Premium / Disadvantaged attendance levels so they are significantly better than national averages.	<p>All indications are that our overall Absence (6.11%) and Persistent Absence (14.48%) rates for 2021-2022 were better than national averages. This was replicated for the Pupil Premium / Disadvantaged cohort where unvalidated data evidenced that Disadvantaged Absence (9.82%) and Disadvantaged Persistent Absence (32.4%) was similarly better than national averages.</p> <p>Looking forward, we are targeting the Pupil Premium / Disadvantaged attendance rates to improve so that Disadvantaged Absence rates are below 8% and Disadvantaged Persistent Absence rates are below 20%.</p>

No.	Intended Outcomes	Success Criteria
5	To further improve Pupil Premium / Disadvantaged exclusion levels so they are significantly better than national averages	<p>All indications are that our suspension figures were below national averages (based on 2019 national data) for both All students (8.6% against 10.75%) and FSM students (24.89% against 26.69%).</p> <p>Meanwhile, our exclusion figures are in line with national averages (based on 2019 national data) for both All students (0.29% against 0.20%) and FSM students (0.44% against 0.51%).</p> <p>We consider suspensions and exclusions a necessary and important component of behaviour management but will be seeking to further reduce both Pupil Premium / Disadvantaged measurements, so that exclusions remain in line, and suspensions fall by 8%, against national averages by Summer 2024.</p>

Activities in Academic Year 2022-2023

This details how we intend to spend our Pupil Premium (and Recovery Premium) funding this academic year to address the challenges listed above.

Teaching

Budget Cost = £104,193

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5 & 6	<p><u>Data Analysis & Tracking (RBS & ROD):</u></p> <p>All Pupil Premium / Disadvantaged students from the start of Year 7 onwards will be reviewed on at least a termly basis in terms of their ability and aptitude using the following measures:</p> <ul style="list-style-type: none"> * Review of KS2 scores; ie - how well they performed in their SATs * Review of CAT data; ie - how well they performed in their CATs * Review of target data; ie - what is 'expected progress' for the end of KS4 * Reviewed of SEND data; ie - what formal support do they need in lessons * Review of 'Ability Check' data; ie - what low-level support do they need in lessons * Review of other data; ie - summer-born, English / Maths bias, etc * Review of attendance data; ie primary absence rate * Review of parent engagement with graduate-level qualifications; Eg - obtaining of a university degree or equivalent qualification / training 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2 & 3	<p><u>Maths Teaching Strategies (SSN/CML):</u></p> <ul style="list-style-type: none"> * Targeted Use of GCSE 'Experience' Papers with Years 8 & 9 * 'Big Room' teaching with targeted cohorts for key grade boundaries * Entry Level Maths Qualification as a Low Ability KS4 stepping stone experience * Teacher development through team teaching and related MAD work * Development of teaching specialisms within ages and stages * Scheduled subject area rewards and incentive to support classroom learning and progress * Parent Partnership Evening sessions to clarify approaches, strategies and aspiration * Extended use of teaching time in pre-school, after-school and Saturday School targeted boosters * Curriculum development role to clarify and hone team strategies * Strategic over-staffing to maximise planning and team approaches 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2 & 3	<p><u>Science Teaching Strategies (HBT/DBN):</u></p> <ul style="list-style-type: none"> * Booklet approach to teaching and content to secure consistent subject knowledge and develop application skills * 'Big Room; teaching with targeted cohorts for key grade boundaries * Teacher development through team teaching and related MAD work * Development of teaching specialisms within ages and stages * Scheduled subject area rewards and incentive to support classroom learning and progress * Parent Partnership Evening sessions to clarify approaches, strategies and aspiration * Extended use of teaching time in pre-school, after-school and Saturday School targeted boosters * Curriculum development role to clarify and hone team strategies * Strategic over-staffing to maximise planning and team approaches 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2 & 3	<p><u>French Teaching Strategies (RBS/SGG/CSN):</u></p> <ul style="list-style-type: none"> * Field trip targeting in Year 9 and Year 11 with aspirational work, mentoring, extension tasks and motivational exercises * 'Big Room' teaching with targeted cohorts for key grade boundaries * Teacher development through team teaching and related MAD work * Scheduled subject area rewards and incentive to support classroom learning and progress * Parent Partnership Evening sessions to clarify approaches, strategies and aspiration * Extended use of teaching time in pre-school, after-school and Saturday School targeted boosters * Strategic over-staffing to maximise planning and team approaches 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 4, 5 & 6	<p><u>KS4 Mock / Final Exam Support Strategies (ROD):</u></p> <ul style="list-style-type: none"> * Dovetailed assessment and mock exams to ensure sequential build-up of learning and acquisition of skills * Pupil Premium / Disadvantaged students involved in Mock Exams will be approached in advance to support target-setting, revision and preparation * Pupil Premium / Disadvantaged parents will be contacted in advance of the mock exams and the dates, foci, revision materials and implications of the results will be explained to them * Subject Pupil Premium / Disadvantaged Leads will provide specific guidance and support in readiness for the assessment * Walking / Talking Mocks to support exam preparation and understanding - with specific support for targeted Pupil Premium / Disadvantaged students * Pre-Exam Briefings scheduled for final exams before each final exam with last-minute reminders with subject teachers * Incentives will correlate with the Key Stage Four Awards / Prizes 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5 & 6	<u>Teaching Provision (SSN/ROD):</u> <ul style="list-style-type: none"> * The monitoring of classroom and homework / online provision and engagement to ensure that PP students are receiving appropriate support and interventions which in turn brings strong progress * This includes focus on Pupil Premium / Disadvantaged students in MAD meetings, departmental training and guidance, and subject-level interventions 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3 & 5	<u>Subject Area Tracking (RBS/ROD):</u> <ul style="list-style-type: none"> * The tracking and analysis of KS3 student progress data in Maths, English and Science - in conjunction with the Key Stage Lead - in order to ensure that overall Pupil Premium / Disadvantaged progress levels remaining better than national averages * The follow-on tracking and analysis at KS4 to ensure P8 and attainment measures are met with personalised reviews to secure individual progress 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * Previously Successfully Used Strategy
1, 2, 3 & 5	<u>CPD Interventions (SSN/ROD):</u> <ul style="list-style-type: none"> * The Key Stage Three and Key Stage Four Leads will provide training and guidance to subject teachers on specific teaching and support strategies appropriate to Pupil Premium / Disadvantaged students. These sessions will be built into whole-school training and meeting schedules * Each subject area has their own MAD (Monitoring and Development) schedule for meetings and interventions and Pupil Premium / Disadvantaged provision is expected to be a high-profile component of this programme. Key Stage Leads will be proactive in dropping into the Pupil Premium / Disadvantaged intervention and planning sessions * Each subject area in 'optional' Key Stage Four subjects will receive an overview of Pupil Premium / Disadvantaged student progress data so they can focus on strategically raising overall standards; both in terms of addressing under-achievement, but also in stretching high-fliers operating above expected progress 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5 & 6	<u>Examiner Training (MAN):</u> <ul style="list-style-type: none"> * Supported and incentivised formal examiner training to ensure subject areas have specialist skills in exam technique and marking criteria application * Dissemination of key exam strategies to student and teachers in order to hone exam technique and instruction of exam technique in a systematic way. * Parental liaison over exam technique in targeted subjects; ie - English, Maths, French, vocationals, etc 	* Previously Successfully Used Strategy
1, 2, 3, 4, 5 & 6	<u>Recruitment & Retention Payments (MAN):</u> <ul style="list-style-type: none"> * Targeted recruitment and retention payments for strategically placed staff who are key players in the delivery of subject teaching to Pupil Premium / Disadvantaged students * Targeted recruitment and retention payments for curriculum development posts in target subject areas to clarify and hone practice in relation to overall delivery, and with a key focus on the delivery of subject teaching to Pupil Premium / Disadvantaged students 	* DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * Previously Successfully Used Strategy

Targeted Academic Support

Budget Cost = £40,000

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5 & 6	<u>Strategic SLT Overview of Student Performance & Progression (RBS/ROD):</u> <ul style="list-style-type: none"> * Review of progress and objectives; ie - outcomes, attendance, behaviour, SMHW, E-Bacc, etc * Review of resources and support at home; Eg - revision guides, reading books, IT access, etc * Review of access to events and opportunities; Eg - Saturday Schools, field trips, etc * Review of career / aspiration goals; ie - appropriateness of aspirations in relation to performance 	* Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
2, 3 & 5	<u>Accelerated Reading / Reading Rewards Programme (LHN/SSN):</u> * A team of staff dedicated to providing reading support and challenges across Key Stage Three. This includes a dedicated Pupil Premium focus, support, parental liaison, drop-ins, etc.	* Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
2 & 5	<u>Music Tuition Fees (MAN):</u> * A support programme designed to subsidise musical tuition fees for Pupil Premium / Disadvantaged students. This includes full and partial funding and continues into the Sixth Form.	* Educational Endowment Foundation * National Tutoring Programme-Style Initiative * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<u>Learning Hub (ROD):</u> * This KS4 facility designed to provide withdrawal support for students on a reduced / re-designed curriculum in order to maximise their grades in key subjects. This includes alternative KS4 accredited courses, resources, ICT facilities, extended opening hours, lunch-time withdrawal and AM registration support. * The integration of targeted online vocational courses related to career aspirations via the National College	* Previously Successfully Used Strategy
1, 2, 3, 4, 5 & 6	<u>Year 9 Pathways (RBS/MAN):</u> * Pupil Premium / Disadvantaged students will be guided onto the appropriate pathway and their choice will be scrutinised as part of the standard review process * Pupil Premium / Disadvantaged students with choices that raise questions will be met with and mentored over the implications of their decisions	* Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5 & 6	<p><u>Humanities ‘Participation’ Field Trips (MAN/ROD/RBS/SGG):</u></p> <p>Year 7 Warwick Castle (History) Trip (RBS/SGG/LRE):</p> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students’ attendance on this trip will be reviewed to identify potential / any absences * Incentives will include subsidised trip, spending money, etc <p>Year 8 Peak District (Geography) Trip (RBS/SGG/SGE):</p> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students’ attendance on this trip will be reviewed to identify potential / any absences * Incentives will include subsidised trip, spending money, etc <p>Year 9 Normandy (French) Trip (RBS/SGG/CSN):</p> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students’ attendance on this trip will be reviewed to identify potential / any absences * Those Pupil Premium / Disadvantaged students due to take the E-Bacc route will be reviewed prior to the letters for the French Trip to Normandy to offer a part-subsided trip in relation to academic, attendance and behavioural targets through the Autumn and Spring Term of Year 9 * Incentives will include subsidised trip, spending money, etc <p>Year 11 Paris (French) Trip (RBS/SGG/CSN):</p> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students’ attendance on this trip will be reviewed to identify potential / any absences * Those Pupil Premium / Disadvantaged students taking the E-Bacc route will be reviewed prior to the letters for the French Trip to Paris to offer a part-subsided trip in relation to academic, attendance and behavioural targets through the Summer Term of Year 10 and Autumn Term of Year 11 * Incentives will include subsidised trip, spending money, etc * NB - This is <u>not</u> a funding guarantee for all Pupil Premium / Disadvantaged students 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance ‘Using Pupil Premium: Guidance for School Leaders’ March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 5 & 6	<p><u>KS4 Vocational Exams (ROD):</u></p> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students and parents will each receive targeted qualification maps through Key Stage Four where vocational and academic exams are plotted out for the student and parents * These exams will be subject to advance meetings to secure preparation and links will be made with appropriate revision resources and activities * Pupil Premium / Disadvantaged parents will be called regarding mid-Key Stage Four exam results and their implications will be clearly mapped out * Incentives will correlate with the Key Stage Four Awards / Prizes 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<p><u>Year 11 Saturday / Holiday Schools Attendance (ROD):</u></p> <ul style="list-style-type: none"> * All Pupil Premium / Disadvantaged students will be reviewed as a specific cohort in terms of attending Saturday and Holiday School sessions - with praise / challenge depending on their level of engagement * Incentives will include praise postcards, verbal praise in mentoring meetings, as well as provision via the Key Stage Four Awards / Prizes 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 4, 5 & 6	<p><u>Curriculum Cost Analysis (MAN/RBS/ROD):</u></p> <ul style="list-style-type: none"> * All Key Stage Four courses will be reviewed for costs of equipment and activities so that this is spelt out to all students / parents at Pathways Evening and appropriate support is put in place to facilitate access for all. * All Key Stage Four courses will have links provided for purchases that are cheapest available options for purchases; Eg - art sketchbook, CGP guidance, novels, ingredients, etc. The provision of such items for Pupil Premium / Disadvantaged students will be linked into the Key Stage Four Awards / Prizes. * More generally, there will be set points in the school year when all Pupil Premium / Disadvantaged students receive stationery and other resources to support learning (where appropriate); Eg - pens, highlighters, note-pads, revision cards, etc. * NB - This is <u>not</u> a funding guarantee for all Pupil Premium / Disadvantaged students. 	<ul style="list-style-type: none"> * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 5 & 6	<u>Breakfast & After-School Boosters (ROD/RBS):</u> <ul style="list-style-type: none"> * The staging of targeted pre-school and after-school booster classes and other activities - with a priority on English, Maths and Science - which are targeted to support Pupil Premium / Disadvantaged students in meeting / beating their target grades 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<u>External Academic Mentoring (ROD/SWH):</u> <ul style="list-style-type: none"> * The Pupil Premium / Disadvantaged students will be prioritised with academic mentoring with community partners including the employability team and the Co-Op. * Elsewhere, there will be CV and job application support prioritised for this cohort, as well as students identified on the RONI. * This will be dovetailed with the Sixth Form application and interview process, as well as overall external and internal careers and aspirations support programmes. 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 4, 5 & 6	<u>Year 10 Awards / Prizes for KS3 Performance (ROD/LHN):</u> <ul style="list-style-type: none"> * These awards / prizes will be for targeted Pupil Premium / Disadvantaged students who need the incentive or deserve the reward * RBS / ROD will identify appropriate rewards for targeted Pupil Premium / Disadvantaged students which are age-specific, attractive, creative and within budget * Incentives will include family meals at take-away / restaurant, reading books, vouchers, revision guides, event tickets, ice-cream rewards, etc 	<ul style="list-style-type: none"> * Educational Endowment Foundation * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<u>Revision Materials & Guidance (ROD):</u> <ul style="list-style-type: none"> * The provision of revision and study resources and guidance to ensure that Pupil Premium / Disadvantaged students are meeting / beating their target grades * This also include engagement with online provision; Eg - MathsWatch, Dr Frost, Satchel, etc 	<ul style="list-style-type: none"> * Educational Endowment Foundation * National Tutoring Programme-Style Initiative * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 5 & 6	<u>Academic / ACE Mentoring (ROD):</u> <ul style="list-style-type: none"> * The staging of subject-based mentoring sessions to address both under-achievement and the extension of high-fliers in order to strategically maximise Pupil Premium / Disadvantaged students' progress * This also includes parental and careers / aspiration interventions and is led by the SLT via ROD as KS4 Lead 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Wider Strategies

Budget Cost = £40,000

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5 & 6	<u>Whole-School & Targeted Parent / Carer Meetings:</u> <ul style="list-style-type: none"> * All Pupil Premium / Disadvantaged parents / carers will be met with during the school year where appropriate: * Y7 Tutor Evenings; ie - review in September of Year 7 to discuss 'settling in' with Parents * Parents Evenings * ACE Meetings * Partnership Evenings * Y9 Pathways Evening * Sixth Form Open Evening 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 4, 5 & 6	<u>Raising Aspirations Programme (HBT):</u> <ul style="list-style-type: none"> * An internal Aspirations Mentor and an External Careers Advisor are responsible for informing aspirations so that career routes, entry requirements and world of work options are clarified and Pupil Premium / Disadvantaged students are specifically targeted through mentoring, guidance, field visits and guest speakers. * This includes dedicated Pupil Premium / Disadvantaged time, targeted interventions, aspiration support group, aspiration visits and parental liaison 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 5 & 6	<u>Internal / External Mentoring (SWH/ROD):</u> <ul style="list-style-type: none"> * The use of internal mentors and external providers to support Pupil Premium / Disadvantaged students in making progress by addressing barriers related to engagement, attendance, behaviour, etc * This includes dedicated PP time, targeted interventions, mentoring support groups and parental liaison 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<u>Attendance (RBS):</u> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students will be reviewed at set points as part of our Attendance Action Plan and high-level of absence will be picked up and dealt with via formal processes * Overall attendance - so not reaching formal responses but still eliciting concern - will be picked up via LHN monitoring; ie - targets set, parental contact, etc * Incentives will include attendance awards in relation to RBS interventions; Eg - magician shows, shooting experiences, fairs, etc 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<u>Governor Student Panels (SWH):</u> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students will be reviewed at Governor Student Panels if they are eliciting behavioural concerns and their Pupil Premium / Disadvantaged status will be considered by governors * These panels also praise students doing well and Pupil Premium / Disadvantaged students will be a sustained focus in these sessions * Incentives will be verbal praise and letters from the Governing Body relating to positive progress (arranged by ROD / SWH) depending on the student's Key Stage 	<ul style="list-style-type: none"> * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<u>Awards / Prizes (RBS/ROD/SWH):</u> <ul style="list-style-type: none"> * These awards / prizes will be for targeted Pupil Premium / Disadvantaged students who need the incentive or deserve the reward * SLT will identify appropriate rewards for targeted Pupil Premium / Disadvantaged students which are age-specific, attractive, creative and within budget * Incentives will include family meals at take-away / restaurant, reading books, DVDs, vouchers, revision guides, event tickets, ice-cream rewards, etc 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5 & 6	<p><u>Pre-Pathways Careers Advice (RBS):</u></p> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students will have a careers interview in the Autumn of Year 9 which will focus on their aspirational preference (le - post-questionnaire) * There will also be a focus on English & Maths, Science (as a priority subject), attendance records, behaviour records and general approach * There will be a provisional look at pathways' routes and choices - though the emphasis will be that columns are provisional (until the March of Year 9) * There will be a formal careers / aspirations letter covering all of these factors sent to parents - including categorical information on the route that are / are not open to the students on their current trajectory * Pupil Premium / Disadvantaged parents will be offered the opportunity to meet with a careers advisor before the Year 9 Pathways Evening in March; le - between January and mid-March 	<ul style="list-style-type: none"> * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<p><u>Post-16 Careers Advice (HBT):</u></p> <ul style="list-style-type: none"> * Pupil Premium / Disadvantaged students will have a careers interview in the first-half of the Autumn of Year 11 which will focus on their aspirational preference; le post-questionnaire * There will also be a focus on English, Maths and Science (as priority subjects), attendance records, behaviour records, readiness for the November Mocks, and general approach * There will be a provisional look at Sixth Form entry - prior to the Sixth Form Open Evening - though the emphasis will be that columns are provisional (until the November March of Year 11) - as well as alternative routes with a similar or different qualification routes and choices * There will be a formal careers / aspirations letter covering all of these factors sent to parents - including categorical information on the routes that are / are not open to the students on their current trajectory * PP parents (where appropriate) will be offered the opportunity to meet with a careers advisor before the end of the Autumn Term; le - between November and December 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 5 & 6	<p><u>Sixth Form Open Evening (HBT):</u></p> <ul style="list-style-type: none"> * All Pupil Premium / Disadvantaged students will be individually reviewed for their suitability for Sixth Form places and those who the entry grades / potential to access the offer will be met with individually to talk through their application * All Pupil Premium / Disadvantaged students will be tracked in relation to their Sixth Form offer and be subject to 'reminder' meetings to emphasise grade requirements and steered towards bridging units, etc, as appropriate * Pupil Premium / Disadvantaged students with choices that raise questions will be met with and mentored over the implications of their decisions * Incentives will include support in obtaining appropriate revision guides and materials for respective Sixth Form choices * NB - This is <u>not</u> a funding guarantee for all Pupil Premium / Disadvantaged students 	<ul style="list-style-type: none"> * Educational Endowment Foundation * DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' March 2022 * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<p><u>Year 11 Leavers Assembly / Prom (LHN/ROD):</u></p> <ul style="list-style-type: none"> * All PP students will be met with in relation to the Y11 Prom and advised to attend * Incentives will include subsidised tickets, spending money, nail bar discounts, hair / tanning discounts, limo discounts, etc * NB - This is <u>not</u> a funding guarantee for all PP students 	<ul style="list-style-type: none"> * Educational Endowment Foundation * The Key for School Leaders * Previously Successfully Used Strategy
1, 2, 3, 5 & 6	<p><u>Y11 to Sixth Form Transition & Wider Post-16 Support (HBT):</u></p> <ul style="list-style-type: none"> * Targeted support with transition work and guidance meetings with Pupil Premium / Disadvantaged students to secure academic and personal transition into the Sixth Form * On-going contact with potential NEET / vulnerable Pupil Premium / Disadvantaged students to ensure their progression into post-16 provision moves through successfully 	<ul style="list-style-type: none"> * Previously Successfully Used Strategy

Part B - Review of Academic Year 2021-2022

Outcomes for Disadvantaged Students

The following outcomes were achieved by Year 11 Disadvantaged students in 2021-2022:

Progress:

Focus	All	National (SISRA)	Disadvantaged
All P8	+0.67	0.0	+0.13
English P8	+0.62	0.0	+0.08
Maths P8	+0.17	0.0	-0.41
E-Bacc P8	+0.37	0.0	-0.26
Open P8	+1.34	0.0	+0.92
Science Value-Added	+0.14	0.0	-0.44
MFL Value-Added	+0.498	0.0	-0.278
Humanities Value-Added	+0.758	0.0	+0.077

Attendance

The following attendance levels were achieved across Years 7-11 and all available indications are that these levels are better than / at least in line with national averages:

Focus	All	Disadvantaged
Absence %	8.48%	12.21%
Persistent Absence %	26.0%	42.10%

Attainment

Focus	All	National (SISRA)	Disadvantaged
English & Maths 9-7	24.6%	15.3%	7.7%
English & Maths 9-5	60.6%	49.4%	26.9%
English & Maths 9-4	82.3%	69.3%	61.5%
E-Bacc Entry %	57.1%	37.3%	23.1%
E-Bacc 9-5 %	53.7%	25.7%	19.2%
E-Bacc 9-4 %	43.3%	19.2%	15.4%

Each of these measurements were an approval on 2019 levels which still placed the school in the top 10% of school's nationally on the DfE Performance Tables.

Exclusions & Suspensions

The following attendance levels were achieved across Years 7-11:

Focus	All	Disadvantaged
Permanent Exclusions	0.29%	0.44%
Suspensions	9.15%	26.69%

Destinations:

The following destinations were recorded for the departing Year 11 cohort in the respective years (with NEET defined as 'Not in Education, Employment or Training'):

Focus	Cohort (No.)	All (No.)	Disadvantaged (No.)
NEETs 2022	206	2	1
NEETs 2021	182	1	0
NEETs 2020	195	0	0
NEETs 2019	161	0	0

Part C - Review of Academic Year 2022-2023

Outcomes for Disadvantaged Students

The following outcomes were achieved by Year 11 Disadvantaged students in 2022-2023:

Progress:

Focus	All	National (SISRA)	Disadvantaged
All P8	+0.73	0.0	-0.01
English P8	+0.69	0.0	-0.36
Maths P8	+0.05	0.0	-0.70
E-Bacc P8	+0.52	0.0	-0.38
Open P8	+1.42	0.0	+0.95
Science Value-Added	+0.296	0.0	-0.268
MFL Value-Added	+0.666	0.0	-0.221
Humanities Value-Added	+0.803	0.0	-0.309

Attainment

Focus	All	National (SISRA)	Disadvantaged
English & Maths 9-7	16.9%	12.5%	0.0%
English & Maths 9-5	53.3%	44.7%	23.5%
English & Maths 9-4	75.9%	65.4%	52.9%
E-Bacc Entry %	59.0%	38.2%	38.2%
E-Bacc 9-5 %	38.5%	15.6%	11.8%
E-Bacc 9-4 %	53.3%	22.9%	23.5%

Attendance

The following attendance levels were achieved across Years 7-11 and all available indications are that these levels are better than / at least in line with national averages:

Focus	All	Disadvantaged	National (All)
Absence %	7.32%	12.18%	9.30%
Persistent Absence %	19.7%	39.6%	28.3%

Exclusions & Suspensions

The following attendance levels were achieved across Years 7-11:

Focus	All	Disadvantaged
Permanent Exclusions	0.29%	0.44%
Suspensions	7.0%	24.6%

Destinations:

The following destinations were recorded for the departing Year 11 cohort in the respective years (with NEET defined as 'Not in Education, Employment or Training'):

Focus	Cohort (No.)	All (No.)	Disadvantaged (No.)
NEETs 2023	195	0	0
NEETs 2022	206	2	1
NEETs 2021	182	1	0
NEETs 2020	195	0	0
NEETs 2019	161	0	0