



3 Year Pupil Premium Strategy Plan

St Philip Howard RC

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION [2022-2023]					
Pupil Premium Lead	M Kays	Governor Lead	C Parker		
CURRENT PUPIL INFORMATION [2020/2021]					
Total number of pupils:	604	Total pupil premium budget: School Led funding Grant	£1657,892 £39,750	Date of most recent PP Review	08/05/2018
Number of pupils eligible for pupil premium:	175	Amount of pupil premium received per child:	£935	Date for next internal review of this strategy	TBC
Proportion of disadvantaged pupils:	29%				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	79	45%
Girls	96	55%
SEN support	46	26%
EHC plan	3	0.02%
EAL	2	0.015

Assessment data for previous 3 years *

ATTAINMENT 2021-22						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	-0.54	-0.10	-0.21			
Attainment 8 score average	36.31	47.82	45.06			
Percentage of Grade 5+ in English and maths	17.9%	34.8	30.8			
Ebacc entry (%)	17.9%	28.1	25.6			
ATTAINMENT 2018-19						
Progress 8 score average	-0.7 (-0.5 excluding 2 pupils)	-0.22	-0.42	-0.45	0.13	-0.03
Attainment 8 score average	37.8	50.10	44.41	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	18%	38.6%	32%	24.7%	49.9%	43.2%
Ebacc entry (%)	35.7%	56.1%	49.4%	27.5%	44.5%	40.0%
ATTAINMENT 2017-2018						
Progress 8 score average	-0.96	+0.10	-0.23	-0.44	0.13	-0.02
Attainment 8 score average	35.6	49.23	45.25	36.7	50.1	46.5
Percentage of Grade 5+ in English and maths	18%	50.9%	40%	24.9%	50.1%	43.3%
Ebacc entry (%)	17.4%	49.1%	39.7%	26.4%	42.8%	38.4%

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2022-23	87.13%	91.02%	90.6%
2021-22	87.13%	91.02%	92.2%
2020-21 (pandemic year)	88.15%	92.80%	NA
2019-20 (pandemic year)	91.3%	94.17%	NA
2018-19	93.3%	95.1%	94.5%
2017-18	92.4%	93.3%	94.5%

* No individual school or national attainment data is available for the 2020-21 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills)		
A	Aspirations of disadvantaged students affect their progress negatively.	
B	Disciplinary literacy concerns, which is particular concern with the new exam specification in a range of subjects with higher literacy demands and more complex questions.	
External Barriers (such as poor attendance)		
C	Attendance of disadvantaged students needs to continue to improve	
D	Parental engagement at parents evening.	
Desired Outcomes		
	Outcome	Success Criteria
A	Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students	Progress 8 for Disadvantaged students is in line with national all [IDSR] / Destinations data shows that % of Disadvantaged students still in education or employment is in line with all pupils nationally.

	and other students nationally is reduced.	
B	Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.	Improved outcomes, evidenced by, data, recalled exam papers and performance in mock and public exams.
C	Improved attendance	Absence rates and persistent absence rates for Disadvantaged students is at least in line with national – (IDSR)
D	Improved parental engagement	Attendance at parents' evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students
E	Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures)	Attendance of disadvantaged pupils is at least 94% and are making progress at the same rate as Non PP Pupils.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD)					
Member of staff responsible: M Kays/K Cox					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (review dates)	Costings	Success measure
1	A,B,C,D	Edu key	Jan 2023 (31/10/22)	£900	All disadvantaged pupils makes the same rate of progress as Non PP.
2	A,B	Metacognition	Oct 2023 (7/9/22)	£200	Progress scores will continue to improve for disadvantaged pupils
3	A,B	Lean and Authentic feedback	Dec 2022 (31/10/21)	None – In House CPD training	Progress scores will continue to improve for disadvantaged pupils

4	A,B	Improved Summative assessment	August 2022 (Jan & April 2022)	£1000	Progress scores will continue to improve for disadvantaged pupils
TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)					
Member of staff responsible: M Kays/ K Cox					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (review dates)	Costings	Success measure
1	C, E	Aspire Centre	On-going Yearly – (Monitor termly)	£10,000	Successful reintegration for disadvantaged pupils returning to school
2	A	Access to resources	On-going Yearly – (Monitor Half - termly)	£2000	Progress scores will continue to improve for disadvantaged pupils Equipment debits will reduce for disadvantaged pupils
3	A, B	Targeted support	After each data drop (Termly)	£10,000	Progress scores will continue to improve for disadvantaged pupils
4	A, B	Area collaboration	After each data drop (Termly)	£10,000	Progress scores will continue to improve for disadvantaged pupils

5	C	One education	August 2022 (Termly)	£7000	94% attendance for PP pupils
		WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)			
		Member of staff responsible: S White			
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1	E	Mental health Provision	July 2022 (Termly)	£5000	Attendance of disadvantaged pupils is at least 94% and are making progress at the same rate as Non PP Pupils.
2	A, E	LORIC Principles	July 2023 (Termly)	£5000 membership to PIXL	Disadvantaged pupils develop independence at the same rate as non PP
3	D	Collaborative working	July 2023 (Half termly)	£5,000 per Year	Disadvantage students will make the same rate of progress as non-disadvantage pupils

PUPIL PREMIUM ACTION PLAN: 2020-2023

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1.	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.</p> <p>(C) Improved attendance, Lower absence rates and lower PA figure</p> <p>(D) Improved parental engagement, Attendance at Parent Consultation evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students</p>	Develop a working knowledge of what makes Disadvantaged individuals 'tick'. Share this information so learning can be personalised. This will be in the form of an inclusion document combined with SEN information. Use of Edukey will help keep running record of the provision for each PP student.	<p><i>All staff know Disadvantaged students in their class and highlight them in planning. Through QA processes it is evident that targeted teaching strategies are being used in lessons to support Disadvantaged progress.</i></p> <p><i>Inclusion briefings and T&L briefings used to highlight current Disadvantaged data information.</i></p> <p><i>Provision Map used as a means to record information</i></p>	<ul style="list-style-type: none"> Strategic lesson planning identifying DA students to enable personalised provision Fewer removals improved progress of identified students Termly QA activities 	MKA/KCO	<ul style="list-style-type: none"> Began Jan 22 Ensure all Year 10 information recorded by July 22 March 2023 Year 9/10 May 2023 Year 7/8

	(E) Improved Mental Resilience					
2.	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.</p>	<p>Metacognition to become one of the SPH 'good habits' of the class room. <i>Furthermore, metacognition is shown to be more effective when embedded within subject teaching rather than exclusively as a 'study skills' bolt on.</i></p>	<p>Disadvantaged Students (who have less chance of seeing this modelled in the home) are explicitly taught how to manage their own thinking and learning, thus making them more able to make progress and feel more in control of their learning. <i>A wide variety of sources including the EEF show that teaching a student metacognitive strategies is a reliably effective and cost effective approach to enhance student performance.</i></p>	<ul style="list-style-type: none"> • <i>Whole school CPD in metacognitive approaches delivered in Summer 2019</i> • <i>Gained time used for staff to adapt SoW to include metacognition</i> • <i>CPD Sessions to be used to support staff in introducing metacognition into their routine teaching.</i> 	ML'S	<ul style="list-style-type: none"> • With each lesson observations. • Student Voice
3.	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.</p>	<p>Lean and Authentic Feedback. The focus on devising subject specific approaches to feedback and interrogating these through action research equips staff to explicitly monitor approaches to DIRT that Disadvantaged students find more accessible.</p>	<p><i>Dylan William and a host of other respected educational writers are clear about the value of a responsive teaching environment. Whilst work scrutiny exercises have shown that PP get the same standard of feedback from their teachers, they also seem less likely to engage with DIRT. As such the development of our feedback strategies to maximise opportunities for progress by speeding up the process and finding innovative ways to engage students in feedback should lead to greater progress.</i></p> <p>Students will make swifter progress through receiving feedback on a faster feedback.</p>	<ul style="list-style-type: none"> • <i>Performance Management target shared across the school by all teachers.</i> • <i>Through whole school CPD sharing innovative approaches.</i> • <i>Also work scrutiny to review quality of feedback and engagement in DIRT.</i> • <i>Student Voice to gauge responses to innovation.</i> 	KCO	<ul style="list-style-type: none"> • Half-termly through work scrutiny at Department level. Twice a year through performance Management and Progress meetings.

4.	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.</p>	<p>Improved summative assessment design. Rapider response to Disadvantaged students who are falling behind and a clearer understanding of when it is happening, to who and why to facilitate purposeful and timely intervention.</p>	<p>‘Testing the Water’ (2016) evidenced that less than half of all teachers had received any training in assessment design in their ITT and only one third of teachers felt confident doing this. However, we use internal data to steer PP students through a range of important choices where they may not have a stronger voice advocating for them. Research has also shown that Disadvantaged students are more likely to be placed in certain sets or steered towards certain subjects than non-disadvantaged counterparts. Accurate summative assessment would ensure these decisions were more rigorous and appropriate to individual child.</p>	<ul style="list-style-type: none"> • <i>Whole school CPD to raise awareness and basic understanding.</i> • <i>Maintain focus of MLs on scrutinising and interrogating internal data and supporting colleagues in ensuring our assessments are rigorous, reliable and valid.</i> 	MKA/KCO	<ul style="list-style-type: none"> • Termly snapshots Annually – Exam Performance Review meeting
	<p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.</p>	<p>Disciplinary Literacy through Word Power project.</p>	<p><i>The vocabulary gap and Disadvantaged students inability to express appropriately what they can articulate informally is a barrier to achieving GCSE grades.</i> Disadvantaged students are more likely to have entered secondary school with a literacy deficit. This weakness will continue to be a barrier to their achievement over their school career.</p>	<ul style="list-style-type: none"> • <i>Working with School improvement link from LEA and Faculty Team Leaders to develop staff awareness and skills to explicitly teach these skills and then integrate them into SOW over time.</i> • <i>Embed disciplinary literacy in curriculum design.</i> 	MKA/DHA	<ul style="list-style-type: none"> • SLT/ML Drop ins
	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p>	<p>Quality First Teaching. To ensure that Disadvantaged students receive appropriate and timely Wave 1 intervention regardless of their ability or willingness to attend Wave 2 intervention.</p>	<p><i>Clear knowledge of their class and information about current achievement, barriers and aids to learning to ensure Disadvantaged students receive a personalised and proactive learning experience that does not allow them to fall through the gaps.</i></p>	<ul style="list-style-type: none"> • <i>Shared understanding of what constitutes quality first teaching (all of the above).</i> • <i>Raising awareness and understanding of our Disadvantaged cohort to ensure their needs are recognised and met routinely in the class room.</i> 	MKA/MLS	<ul style="list-style-type: none"> • SLT/MLs Drop ins

	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of Extending school time or a Summer school – or as a replacement for other lessons</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.</p> <p>Evidence indicates that one to one tuition can be effective Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p>	<ul style="list-style-type: none"> • Small group tuition will be set up after each data drop to target pupils at risk of falling behind on the curriculum. 	KCO	<ul style="list-style-type: none"> • SLT/MLs Drop ins • MKA
	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing</p>	<p>Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either</p>	<p>On average, mentoring appears to have little or no positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. However, there are risks associated with unsuccessful mentor pairings, which may have a detrimental effect on the mentee, and some studies report negative overall impacts.</p> <p>School-based mentoring programmes appear to be less effective than community-based approaches, possibly because</p>	<ul style="list-style-type: none"> • Strategic lesson planning identifying DA students to enable personalised provision • Fewer removals • improved progress of identified students • <i>Termly QA activities</i> 	MKA	<ul style="list-style-type: none"> • Governors

	<p>their knowledge independently and coherently in writing.</p> <p>(D) Improved parental engagement, Attendance at Parent Consultation evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students</p>	<p>during school, at the end of the school day, or at weekends</p>	<p>school-based mentoring can result in fewer opportunities for young people to develop more lasting and trusting relationships with adult role models.</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.</p>			
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Total estimated budget cost

£23000

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
	<p>(C) Improved attendance, Lower absence rates and lower PA figure</p> <p>(E) Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures)</p>	<p>Further develop "Aspire Centre" - as a centre for students who need extra or alternative provision in their curriculum in order to improve behaviour and/or attendance and/or outcomes. Successful outcomes are expected to be:</p> <ul style="list-style-type: none"> Improved attendance/punctuality for specific Disadvantaged students Improved progress/attainment Reduced FTE's Reduced incidents of poor behaviour 	<p>Developing "Aspire Centre" - a centre for students who need extra or alternative provision in their curriculum in order to improve behaviour and/or attendance and/or outcomes. Managed by an Assistant SENCO funded from the Pupil Premium funding. The type of provision The Aspire provides depends on the student's needs. This could be in the form of additional time for catch up in a specific subject; courses such as DOFE.</p>	<ul style="list-style-type: none"> <i>Fortnightly LM meetings with meetings used to discuss provision</i> 	SWH	<ul style="list-style-type: none"> Feb 21 first review June 21 June 22 July 23
	<p>(A) Improved aspirations of Disadvantaged students. This will</p>	<p>Disadvantaged students have equal access to all resources as None</p>	<p><i>Resources will be available for students to access in order to remove external</i></p>	<ul style="list-style-type: none"> <i>Monitored termly via behaviour data</i> 	MKA	<ul style="list-style-type: none"> Feb 21

	<p>Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p>	<p>Disadvantaged students. Successful outcomes are expected to be:</p> <ul style="list-style-type: none"> • <i>Improved engagement in lessons</i> • <i>Lower removals</i> • <i>Lower sanctions for uniform infringements</i> 	<p><i>barriers to learning. Stationery, uniform, study guides etc will be available for Disadvantaged students if required.</i></p>			
	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(B) Disciplinary literacy: Teaching staff will be appropriately skilled and planning in place to support disadvantaged students in expressing their knowledge independently and coherently in writing.</p>	<p><i>Targeted Disadvantaged students to receive Assistant SENCO support for Maths and English in order to be fully equipped to achieve the basic qualifications of English and Maths</i></p>	<p><i>Assistant SENCO provision in E&M to provide extra interventions for Disadvantaged students ensuring that the correct targeted students receive appropriate support both during the school day and outside of lessons. Resources will be available for students to access in order to remove external barriers to learning. Stationery, uniform, study guides etc will be available for Disadvantaged students if required.</i></p>	<ul style="list-style-type: none"> • <i>Monitored after each data drop from DEC 19 3 times a year</i> 	MKA	Feb 21
	<p>(C) Improved attendance, Lower absence rates and lower PA figure</p>	<p>Attendance between Disadvantaged & None Disadvantaged gap closes</p>	<p><i>Sharp tracking and review to take place in order to close emerging gaps. High expectations established and high targets as per the attendance policy employed. 96% target whole school. Targeted attendance strategies employed by pastoral team, wider inclusion team and external agency support to ensure that attendance of</i></p>	<ul style="list-style-type: none"> • <i>Half termly tracking and review</i> 	SWH/JNA	Each half term this will be reviewed up to Half term 6.

			Disadvantaged students does not inhibit their progress.			
	(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.	<p>All Disadvantaged students develop excellent behaviours for learning. Successful outcomes are expected to be:</p> <ul style="list-style-type: none"> Reduced number of removals from lessons Reduced number of Fixed term exclusions Improved attendance <ul style="list-style-type: none"> Improved 5R's scores Improved outcomes 	<p>Using behaviour data to identify persistent offenders, work with Family Support Worker and external agencies to take place to address behaviour barriers. Use of Assistant SENCO in the Aspire to partly fund work alongside interventions from pastoral and inclusion team.</p>	<ul style="list-style-type: none"> Fortnightly meetings taking place to identify students. 	SWH	<ul style="list-style-type: none"> fortnightly meetings with YM's SLT behaviour data review half termly Full termly review by FGB <p>Half termly review by Governors Inclusion committee</p>
	(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.	<p>Disadvantaged students at the forefront of CEIAG provision and new implementation of Gatsby benchmarks. Successful outcomes are expected to be:</p> <ul style="list-style-type: none"> 0% NEET amongst Disadvantaged students Destinations analysis to show appropriate destinations for all Disadvantaged students Pupil voice to show positive feedback on provision and preparation for next steps 	<p>The need for high quality CEIAG is recognised for all students by the government, and within this we feel the need to prioritise PP students as they are less likely to have provision at home. The EEF states that the evidence base is low for this kind of work but is funding a number of high-potential projects to help build the evidence base.</p>	<ul style="list-style-type: none"> Half termly monitoring of careers interviews Gatsby benchmark implementation plan in place by Summer 2020 Pupil voice at least twice per year 	SWH	Summer 2021
TOTAL estimated budgeted cost						£80000

WIDER STRATEGIES

Priority No. from 3 Year plan	Review Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Date
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E	<p>(E) Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures)</p>	<p><i>Develop Mental Health Provision capacity in school to facilitate support for Disadvantaged students where mental health is a concern.</i> Successful outcomes are expected to be:</p> <ul style="list-style-type: none"> • Improved attendance • Reduced number of my concern referrals in school • External agency impact measured and demonstrates a positive impact on students 	<p><i>The Wellbeing of Disadvantaged students to be taken into consideration by close monitoring of pastoral information. Links to external agencies to ensure that appropriate provision is allocated to Disadvantaged students with mental health concerns. A review of Disadvantaged funding and REHO funding allocation to be used to look at how support capacity can be improved.</i></p>	<ul style="list-style-type: none"> • Inclusion meetings to discuss referrals • Monitoring of my concern referrals and outcomes from referrals • Inclusion and wellbeing governors committee to monitor referral data 	SWH	<ul style="list-style-type: none"> • Feb 22 • July 22
A & E	<p>(A) Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced.</p> <p>(E) Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate that does not fall into PA and keeps with 2% of the school absence total (attendance data). Disadvantaged students with mental health needs do not regress in their progress during a school year. (Snapshot data measures)</p>	<p>Create a new tutorial programme which is intrinsically supportive of the LORIC principles (e.g. more student led with clear outcomes) Successful outcomes are expected to be:</p> <ul style="list-style-type: none"> • Increased student engagement with school and community (measured via staff/student voice) 	<p><i>The EEF states that there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, and suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. These learning programmes appear to be more effective when approaches are embedded into routine educational practices, hence the use of tutorials</i></p>	<ul style="list-style-type: none"> • Materials all produced by Summer 2021 • QA of materials in July 2021 • Alterations to materials in 2021/22 • Tutorial compliance via duty person monitoring 	SWH	<ul style="list-style-type: none"> • Summer 2022

D	(D) Improved parental engagement, Attendance at Parent Consultation evenings by parents of Disadvantaged students are within 10% of those of parents of None Disadvantaged students	Encourage parent's attendance at Parents Evenings by targeting communication and support from staff within school.	Families of Disadvantaged students attend parents' evenings less than Non Disadvantaged students We see attendance at parents' evenings as indicative of the working relationship between family and school. We know that students' achievement improves when families take an active interest in their children's school work.	<ul style="list-style-type: none"> • YM make specific phone calls to Disadvantaged students' parents to remind them to make appointments. • Separate letters sent to underperforming Disadvantaged students families in advance will be sent home follow up with text/phone calls • YM follow up non-attendance at Parents Evenings listed as a required criteria for Disadvantaged students receiving financial support 	SWH/HOY	<ul style="list-style-type: none"> • Summer 2022
TOTAL estimated budgeted cost?						13000

REVIEW OF 3 YEAR STRATEGY [30.9.22]

*At least annually

Impact of Global Pandemic			
	Commentary	Next Steps	
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	All Year groups have carried out the Pass Survey on the full return to school in September 2021 and again at the end of the academic Year.	Continue to successfully embed the Catch up funding action plan and monitor the impact. See plan for further details. Target Small groups of cohort pupils around concerns used in the pass data. To use this knowledge to address gaps in knowledge.	
How do you know disadvantaged pupils' starting points following lockdown across subjects?	GL assessments were carried out on all Year 7 pupils during the first week in October and again at the end of the academic year. All other year groups received some form of baseline assessment based around our blended learning curriculum to see where gaps were.		
What work have you done to establish the impact on pupils and their families?	Disadvantage pupils continued to receive structured conversations and these were made a priority on the return to school. Wellbeing calls were also made fortnightly for every pupil in school along with follow up calls if needed	Continue to work in partnership with local schools	
Do families know the impact of the pandemic on themselves and their child/ren?			

How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	All Year groups have carried out the Pass Survey on the full return to school in September 2020 and again at the end of the academic Year. Pupil Voice carried out in all Subjects following the QA cycle. Wellbeing calls were also made fortnightly for every pupil in school along with follow up calls if needed	Continue to successfully embed the Catch up funding action plan and monitor the impact. See plan for further details.
What learning/experiences positive and negative took place (influences) and what was the impact?	Safeguarding, Social, economic, incorrect teaching, misconceptions embedded.	Use the 4 support groups, Family support worker to lessen the impact on the return to school
Impact of your strategies to mitigate/lessen the impact of lockdown?	Pupils followed a blended curriculum, through live lessons throughout lockdown and were then baselined on return to see which Gaps need to be closed	Continue to keep reviewing the blended curriculum approach
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Cultural capital, Knowledge, routines, experiences, discussions	Embed the success journey to ensure a wider approach is experience by pupils and continue to follow SPHSAFE
Have you identified more vulnerable groups because of this?	Mental health, Bereavement, Anxiety about school, Anxiety about missed work	Use the 4 support groups, Family support worker to lessen the impact on the return to school

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
	Accelerated Reader	<p>Accelerated reader lessons October 21 to March 22 resulted in:</p> <ul style="list-style-type: none"> Yr. 7 Disadvantaged students – 65% improved reading age Yr. 8 Disadvantaged students – 60% improved reading age 57% of the Yr. 7 Disadvantaged students who improved their reading are now reading above their chronological age. <p>36% of the Yr. 8 Disadvantaged students who improved their reading are now reading above their chronological age.</p>	<ul style="list-style-type: none"> AR continues to have success, disproportionately good success with Disadvantaged students. Continue in 2021-22 <p>Will become part of the English Curriculum from September 20 and come in line with whole school reading policy, using cusp as it acronym to develop the love of reading.</p>

	CPD	High staff consistently applied training into lessons around metacognition, reading, learning journey.	
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TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
	HOY & Attendance Officer – Attendance and Punctuality	<ul style="list-style-type: none"> Absence of Disadvantaged against national Disadvantaged shows the school has improved Attendance of Disadvantaged students improved by closing the gap to national None Disadvantaged. PA of Disadvantaged students has reduced. 2.4% improvement in PP attendance. Attendance of Disadvantaged students in all year groups improved on the previous year. 	<ul style="list-style-type: none"> Impact of systems clear but greater targeted support for Disadvantaged students needed Look at developmental practice from PEAK 11 schools for improving Disadvantaged students attendance <p>Continue to scrutinise data during line management meetings and develop bespoke support strategies for Disadvantaged students</p>
	HOY – Behaviour and involvement	<ul style="list-style-type: none"> Parents evening attendance has increased for PP students in Year 10 & 11 Behaviour debits have decreased along with FTE for this group. 	<ul style="list-style-type: none"> tracking behaviours has supported work well Behaviour reports now more systematically used Consistency between three HOY required. New briefing structure to be introduced Extra-curricular attendance monitoring method works but there is a large time lag. Refinement needed in 2019-2020 Continue to work on reducing the FTE's Methods of increasing parental engagement at Parents evening need to be investigated.

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
	Music Lessons	<ul style="list-style-type: none"> Supported 4 pupils to access music lessons for the whole year. Supports 1 pupil to study GCSE music OSHL 	Continue to support Music lessons for PP pupils, impact for GCSE pupil will be evident in the Summer 2021 50% gained a pass grade in music through the support put in place.
	Uniform & Equipment	<ul style="list-style-type: none"> 24 students have accessed this fund, allowing them access to lessons. All Year 7 pupils accessed free 	Continue with this fund moving forward

		uniform and PE kit. • Equipment debits have decreased for the relevant students by 14%	
	Study Resources	<ul style="list-style-type: none"> • All year 10 and 11 PP accessed these funds. • All PP provided with revision materials. • P8 for all PP pupils improved from DD2. • English Walking Talking Mock increased Grades by 30%. • Revision evening attended by 60% PP parents 	Continue with this fund moving forward

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Yes
How do you know staff understand the strategy and apply correctly?	Shared with them on Inset days.