# Pupil Premium Strategy Plan

## St Philip Howard RC

| SUMMARY INFORMATION | | | | |
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| **PUPIL PREMIUM LEADERSHIP INFORMATION [2023-2024]** | | | | |
| Pupil Premium Lead | L Kernohan | Governor Lead | R Tabb | |
| **CURRENT PUPIL INFORMATION [2023/2024]** | | | | |
| Total number of pupils: | 586 | Total pupil premium budget: School Led funding Grant | £146,970 £21,942 | Date of most recent PP Review | 08/05/2018 |
| Number of pupils eligible for pupil premium: | 142 | Amount of pupil premium received per child: | £1035 | Date for next internal review of this strategy | May 2024 |
| Proportion of disadvantaged pupils: | 24.2% | Proportion of PP + SEN 36 = 6.1% | | | |

| PUPIL PREMIUM COHORT INFORMATION | | |
|---|---|---|
| CHARACTERISTICS | NUMBER IN GROUP | PERCENTAGE OF GROUP |
| Boys | 68 | 48% |
| Girls | 74 | 52% |
| SEN support | 36 | 25% |
| EHC plan | 6 | 4% |
| EAL | 2 | 1.4% |

# Assessment data for previous 4 years *

| ATTAINMENT 2022-23 | | | | | | |
|---|---|---|---|---|---|---|
| | Pupils eligible for PP | Pupils not eligible for PP | All pupils | National PP | National non-PP | National All pupils |
| Progress 8 score average | -0.19 | 0.33 | 0.22 | | | |
| Attainment 8 score average | 38.26% | 48.87% | 46.26% | | | |
| Percentage of Grade 5+ in English and maths | 31% | 38.2% | 36.4% | | | |
| Ebacc entry (%) | 20.7% | 51.7% | 44.1% | | | |
| **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 |

## ATTENDANCE DATA

| | % Attendance of pupils eligible for the PP | % Attendance for All pupils | National % Attendance for All pupils |
|---|---|---|---|
| 2022-23 | 85.55% | 93.11% | 90.6% |
| 2021-22 | 88.37% | 92.51% | 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 | Need for accelerated progress in Maths |
|---|---|
| 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. |
| C | Disengagement during lockdown, lack of independent work and low engagement with online work |
| D | Gaps in social and cultural capital |

### External Barriers (such as poor attendance)

| E | Low aspiration and limited support at home |
|---|---|
| F | Poor attendance with strong correlation with persistent absenteeism |
| G | Uniform and resources |
| H | Social & Emotional concerns |

### Desired Outcomes

| | Outcome | Success Criteria |
|---|---|---|
| A | Narrow the gap in reading age and literacy levels throughout the school | All students will have a reading age and spelling age that exceeds or is inline with their chronological age and will be evidenced through the |

|  |  | GL assessments 3 times a year |
|---|---|---|
| B | All Year 11 exceed or are in line with their FFT50 target for English and Maths GCSE | Gap is reduced |
| C | Narrow the gap in homework and work completion | Fewer instances of missed homework recorded for PP students on SIMS |
| D | An increase in student engagement in enrichment activities and school life | % of PP students taking up opportunities to match that of none PP |
| E | Increase in parental support and engagement | Attendance record to show that PP parental attendance at Parents Evenings etc increases and is in line with non-PP parental attendance |
|  | Narrow the gap in punctuality and attendance | The gap between PP attendance and non-PP attendance will close by 0.5% |
|  | No barriers to learning linked to uniform or lack of equipment | % of behaviour incidents due to uniform or equipment reduced |
|  | Children are happy and learning in school | % reduction in MyConcern reports linked to Social & Emotional issues for PP students and reflected in QA and survey outcomes |

# PUPIL PREMIUM STRATEGY

| TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD) | | |
|---|---|---|
| Member of staff responsible: K Cox | | |

| Priority | Barrier addressed | Activity (CPD, Recruitment, intervention, resourcing) | By when (review dates) | Costings | Success measure |
|---|---|---|---|---|---|
| **1. Excellent teaching and learning - By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculumand knowledge gaps are quickly closed to maximise individual achievement.** | A, B & C | We believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day.We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:<br><br>• Period 6 and  Period 0 additional teaching<br>• Small group teaching<br>• Revision sessions<br>• Departmental plans and strategies<br>• Continuation of the walk thru programme<br><br>• Prioritise English and Maths tuition for disadvantaged students.<br>• Provide enhanced "exam readiness" resources and events for disadvantagedstudents, with a particular focus on Year10 and 11.<br>• Provide **at home** ICT support for PP pupils with laptop borrowing scheme<br>• Department leads to provide planned intervention for targeted groups of disadvantaged students during P0 and P6 sessionsand other targeted interventions.<br>• Formalise interventions for disadvantaged students from Year Leaders and Curriculum Leaders at data drops/based onPASS survey data. MTIYT is used to create intervention plans for disadvantaged students, utilising Horsforth Quadrant, after data drops. Middle Leaders to create RAM plans. | This is reviewed on a weekly basis through the Quality Assurance Programme.<br><br>Further reviews will take place at the start of every Term following onfrom Subject Progress Data being completed. | £21,000 | Students are not disadvantaged due to prior circumstances, including lockdown, and continue to access excellent teaching and learning.<br><br>Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.<br><br>Students requiring curriculum or pastoral intervention are quickly identified and supported early. |

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| | | • Redistribute devices (ensure all pupils haveaccess to a laptop/tablet when required in school).<br>• Ensure high standards of work and personal expectations are maintained at alltimes, with a particular focus on transition periods (Yr6-7/9-10)<br>• Introduce 5-minute recall/memory/retention/retrieval startersin all lessons.<br>• Introduce Heads / Hearts and Hands T and L focus to all lessons<br>• Exam readiness skill groups to be deliveredduring Character lessons and returned to regularly for disadvantaged students.<br>• Ensure positive yet robust relationships aremaintained with the hardest to reach students and parents, particularly in Year 11.<br>• Assign PP pupils Associate Assistant Head mentors where required. Mentor scheme to support closing the gaps for PP pupils in Core subjects<br><br>• Lead by the Year 11 Year Leader and currentdaily systems and checks.<br>• Formalise interventions for disadvantaged students from pastoral teams at data drops.What are YL doing with the disadvantage after data? Include in here responses to PASS survey.<br>• Ensure expectations and standard of work ismaintained between Year 6 and Year 7 through work trawl focus.<br>• Department leads to provide planned intervention for targeted groups of disadvantaged students during P0 and P6 sessions | | | |
| | | | | | |
| | | TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support) | | | |
| | | Member of staff responsible: L Kernohan / M Taylor | | | |
| Priority | Barrier addressed | Activity (CPD, Recruitment, intervention, resourcing) | By when (review dates) | Costings | Success measure |

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|---|---|---|---|---|---|
| 1 | Students below expected level of attainment on entry at high school. | Tutoring led by TA/ Key Worker. 1 hour per week. | After each data collection/ key assessments. | £233.16 | Levels of attainment will move towards national averages. |
| 2 | Gaps in learning identified from GL assessments and addressed in tutoring. | Literacy/ English intervention with identified pupils in small groups for one lesson a week on a weekly basis. | | £7,024.05 | Increase in vocabulary retention, reading age and reading fluency |
| 3 | Literacy barriers in understanding and accessing exam material | Large group intervention by external speakers specialising in: <br> a) Exam technique <br> b) Spelling, grammar and punctuation | | £1316 <br> £165 | Increase in levels of attainment in English Language and English Literature examinations. |
| 4 | Levels of attainment below those of a similar ability nationally | Numeracy/ Maths intervention. | | £5,209.61 | Increase in numeracy levels especially around mental arithmetic |
| 5 | Levels of attainment below those of a similar ability nationally | Maths and Science Intervention <br><br> Small group intervention with a specialist tutor once a week, every week. | | £8,100 | Increased levels of attainment/progress in target students. |
| | | | | Total £21,942 | |

<table>
<tr><td colspan="6" style="background:#2e5938;color:white"><b>WIDER STRATEGIES</b> (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)</td></tr>
<tr><td></td><td colspan="5">Member of staff responsible: S White</td></tr>
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| Priority | Barrier addressed | Activity (CPD, Recruitment, intervention, resourcing) | By when (include review dates) | Costings | Success measure |
|---|---|---|---|---|---|
| 1 Provide an extra-curricular programme that broadens student's cultural capital, provides greater enrichment and opportunity | D H | SAHT to devise extra-curricular programme with offers from all departments. Breadth and wide range of clubs to be provided.<br><br>-Extra-curricular clubs offer communicated to all parents/carers<br><br>-Uptake of Clubs by PP students monitored and tracked<br><br>-Specific students targeted and encouraged to attend club<br><br>-Club leads reward and promote participation at clubs and reinforce attendance to clubs<br><br>-Participation reported home | Timetable implemented by the end of September29.09.2023<br><br>-Review half termly<br><br>-Analysis of number of students attending completed termly 22.12.2023 | £0 | Percentage of PP students attending inline or above non PP<br><br>Range of clubs provided<br><br>Tracking of PP students needing to engage in extra-curricular activities |
| 2 Provide opportunities to develop students' cultural capital | D H | SAHT's and AAHT to plan opportunities to develop student's cultural capital via PSHE Drop Down Day, Feast Day, Rewards Visits and Department specific visits, Assemblies, Guest Speakers and other activities | -On going | £10 contribution per child for rewards visits =£1420 | Percentage of PP students participating in visits<br><br>Percentage of PP students eligible for rewards visits. |
| 3 Provide students with an enriching PSHE curriculum | D H | AAHT to plan and deliver PSHE Drop down days, assemblies, wellbeing Wednesday focused sessions meeting the aims of the PSHE national curriculum, delivered in innovative and creative ways. Resources include: Ten:Ten resources, Safer Internet, Anti-Bullying, NSPCC, DerbyshireSchoolsNet, CGL, Sexual Health, School Nurse, Childrens Services<br><br>-PSHE days support contextual safeguarding concerns specific to St Philip Howard students | Curriculum planned in Sept, reviewed termly following the completion of each PSHE Day. | PSHE Drop Down Day Budget £TBC<br><br>Ten:Ten Membership<br><br>Key Membership | Percentage of PP students engaged in PSHE focused day |

| 4. Mental Health Strategy | D E F H | -SAHT and AAHT develop Mental Health action plan.<br><br>-Newly appointed Family Support Manager and Family Support Worker to contribute to the planning and deliverance of mental health action plan<br><br>-Wider use of student Mental Health Ambassadors<br><br>-PSW to be trained in Mental Health First Aid Course<br><br>-Mental Health strategy communicated to all staff<br><br>-External support services used (Kooth, Qwell, GAP, Building Sound Minds)<br><br>-Mental Health strategy aligned to aims in S175 Safeguarding audit | January 2024 reviewed March 2024<br><br>-Independent review using link from Mental Health First Aider course | Mental Health First Aid Course £250 x 3 staff =£750 | Monitoring and tracking of PP students engaged in mental health support in school<br><br>Number of referrals to external support agencies. |
|---|---|---|---|---|---|
| 5. Behaviour Support | D E F H | LA behaviour support consulted and work implemented for specific students<br>-Tiered reporting for specific students<br>-Tactful use of internal isolation<br>-Support with rewards visit and incentives to maintain positive attitude to learning<br>-Credits awarded regularly to celebrate positive work<br>-Careers interviews prioritised for some students to raise aspirations and provide clear guidance on careers to maintain focus | Reviewed termly | LA £1500 | Reduction in PP removals from lessons, internal isolations, fixed term suspensions<br><br>Increase in PP credits awarded |

| 6. Increasing Attendance | F H | First day absence call and procedure re-designed<br>-AAHT has focus on attendance as a priority<br>-EWO AKN supports specific students<br>-Creation of a vertical support form group 'Sherwin'<br>-Home visits to students with lower attendance<br>-Attendance rewards and incentives both weekly and half termly<br>-Monitoring stage letters communicated home regularly<br>-Attendance panel meetings to support families<br>-Recognition of improvement letters to families<br>-Student attendance planning meetings<br>-Analysis of attitudes towards attendance via PASS survey | Reviewed weekly | EWO AKN<br>One Education-£3500 | Improvement in PP attendance<br><br>Improvement in PASS attitude towards attendance |
|---|---|---|---|---|---|

# PUPIL PREMIUM ACTION PLAN: 2023-2024

| TEACHING PRIORTIES | | | | | | |
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| 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. | **(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.<br>**(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. | 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. | *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.*<br>*Inclusion briefings and T&L briefings used to highlight current Disadvantaged data information. Provision Map used as a means to record information* | • Strategic lesson planning identifying DA students to enable personalised provision<br>• Fewer removals<br>• improved progress of identified students<br>• *Termly QA activities* | LKN /KCO | Ongoing |

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| | **(C)** Improved attendance, Lower absence rates and lower PA figure<br>**(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<br>**(E)** Improved Mental Resilience | | | | | |
| 2. | **(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.<br>**(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. | **Metacognition** to become one of the SPH 'good habits' of the class room. *Furthermore, metacognition is shown to be more effective when embedded within subject teaching rather than exclusively as a 'study skills' bolt on.* | 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. *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.* | • *Whole school CPD in metacognitive approaches delivered in Summer 2019*<br>• *Gained time used for staff to adapt SoW to include metacognition*<br>• *CPD Sessions to be used to support staff in introducing metacognition into their routine teaching.* | ML'S | • With each lesson observations.<br>• Student Voice |
| 3. | **(A)** Improved aspirations of Disadvantaged students. This will Improve the progress made by the majority of Disadvantaged students so that the gap between | **Lean and Authentic Feedback.** The focus on devising subject specific approaches to feedback and interrogating these through action research equips staff to explicitly monitor | *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* | • *Performance Management target shared across the school by all teachers.*<br>• *Through whole school CPD sharing innovative approaches.*<br>• *Also work scrutiny to review quality of feedback and* | KCO / LKN | • Half-termly through work scrutiny at Department level.<br>  Twice a year through |

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| | Disadvantaged students and other students nationally is reduced. **(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. | approaches to DIRT that Disadvantaged students find more accessible. | *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.* Students will make swifter progress through receiving feedback on a faster feedback. | *engagement in DIRT.* <br>• *Student Voice to gauge responses to innovation.* | | performance Management and Progress meetings. |
| 4. | **(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. **(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. | **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. | '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. | • *Whole school CPD to raise awareness and basic understanding.* <br>• *Maintain focus of MLs on scrutinising and interrogating internal data and supporting colleagues in ensuring our assessments are rigorous, reliable and valid.* | KCO | • Termly snapshots Annually – Exam Performance Review meeting |
| | **(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. | Disciplinary Literacy through Word Power project. | *The vocabulary gap and* Disadvantaged *students inability to express appropriately what they can articulate informally is a barrier to achieving GCSE grades.* Disadvantaged students are more likely to have entered secondary school with a literacy deficit. This weakness will continue to be a | • *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.* <br>• *Embed disciplinary literacy in curriculum design.* | MKA/DHA | • SLT/ML Drop ins |

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| | | | | barrier to their achievement over their school career. | | |
| | **(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. | **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. | *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.* | • *Shared understanding of what constitutes quality first teaching (all of the above).*<br>• *Raising awareness and understanding of our* Disadvantaged *cohort to ensure their needs are recognised and met routinely in the class room.* | MKA/MLs | • SLT/MLs Drop ins |
| | **(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.<br>**(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. | 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 | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.<br><br>Evidence indicates that one to one tuition can be effective<br>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. | • Small group tutition will be set up after each data drop to target pupils at risk of falling behind on the curriculum. | KCO | • SLT/MLs Drop ins<br>• MKA |
| | **(A)** Improved aspirations of Disadvantaged students. This will | Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a | On average, mentoring appears to have little or no positive impact on academic outcomes. The impacts of individual programmes vary. Some | • Strategic lesson planning identifying DA students to enable personalised provision | MTA / KCO | • Governors |

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| | Improve the progress made by the majority of Disadvantaged students so that the gap between Disadvantaged students and other students nationally is reduced. **(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. **(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 students | 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.<br><br>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 during school, at the end of the school day, or at weekends | 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.<br><br>School-based mentoring programmes appear to be less effective than community-based approaches, possibly because school-based mentoring can result in fewer opportunities for young people to develop more lasting and trusting relationships with adult role models.<br><br>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. | • Fewer removals<br>• improved progress of identified students<br>• *Termly QA activities* | | |

| | | | | Total estimated budget cost | £23000 |
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## 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 |
|---|---|---|---|---|---|---|
| | **(C)** Improved attendance, Lower absence rates and lower PA figure<br>**(E)** Improved Mental Resilience of Disadvantaged students with mental health needs have an absence rate | 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: | 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 | • *Fortnightly LM meetings with meetings used to discuss provision* | SWH | • Feb 21 first review<br>• June 21<br>• June 22<br>• July 23<br>• July 24 |

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| | 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) | • Improved attendance/punctuality for specific Disadvantaged students<br>• Improved progress/attainment<br>• Reduced FTE's<br>• Reduced incidents of poor behaviour | 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. | | | |
| | **(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. | Disadvantaged students have equal access to all resources as None Disadvantaged students. Successful outcomes are expected to be:<br>• *Improved engagement in lessons*<br>• *Lower removals*<br>• *Lower sanctions for uniform infringements* | *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.* | • *Monitored termly via behaviour data* | *MKA* | • Termly |
| | **(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.<br>**(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. | *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* | 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.* | • *Monitored after each data drop from DEC 19 3 times a year* | *MKA / VWR* | |

| | | (C) Improved attendance, Lower absence rates and lower PA figure | Attendance between Disadvantaged & None Disadvantaged gap closes | *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 Disadvantaged students does not inhibit their progress.* | • *Half termly tracking and review* | *SWH/JNA/ VWR* | Each half term this will be reviewed up to Half term 6. |
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| | | (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. | *All Disadvantaged students develop excellent behaviours for learning.* Successful outcomes are expected to be: <br>• *Reduced number of removals from lessons* <br>• *Reduced number of Fixed term exclusions* <br>• *Improved attendance* <br><br>• *Improved 5R's scores* <br>• *Improved outcomes* | *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.* | • *Fortnightly meetings taking place to identify students.* | *SWH / HOYs* | • fortnightly meetings with YM's <br>• SLT behaviour data review half termly <br>• Full termly review by FGB <br>    Half termly review by Governors Inclusion committee |
| | | (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. | Disadvantaged *students at the forefront of CEIAG provision and new implementation of Gatsby benchmarks.* Successful outcomes are expected to be: <br>• *0% NEET amongst* Disadvantaged *students* <br>• *Destinations analysis to show appropriate destinations for all* | *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-* | • *Half termly monitoring of careers interviews* <br>• *Gatsby benchmark implementation plan in place by Summer 2020* <br>• *Pupil voice at least twice per year* | *SWH* | Summer 2021 |

| | | Disadvantaged *students* | *potential projects to help build the evidence base.* | | | |
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| | | • *Pupil voice to show positive feedback on provision and preparation for next steps* | | | | |

| | 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 |
|---|---|---|---|---|---|---|
| E | **(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) | *Develop Mental Health Provision capacity in school to facilitate support for* Disadvantaged *students where mental health is a concern.* Successful outcomes are expected to be:<br>• *Improved attendance*<br>• *Reduced number of my concern referrals in school*<br>• *External agency impact measured and demonstrates a positive impact on students* | *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.* | • Inclusion meetings to discuss referrals<br>• Monitoring of my concern referrals and outcomes from referrals<br>• Inclusion and wellbeing governors committee to monitor referral data | *SWH / JCO* | • Feb 22<br>• July 22<br>• May 24 |
| A & E | **(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.<br>**(E)** Improved Mental Resilience of Disadvantaged students | 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:<br>• *Increased student engagement with school and community (measured via staff/student voice)* | *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* | • *Materials all produced by Summer 2021*<br>• *QA of materials in July 2021*<br>• *Alterations to materials in 2021/22*<br>• *Tutorial compliance via duty person monitoring* | *SWH* | • Summer 2022<br>• Review May 24 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 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) | | *programmes appear to be more effective when approaches are embedded into routine educational practices, hence the use of tutorials* | | | |
| 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 students | Encourage parent's attendance at Parents Evenings by targeting communication and support form 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. | • YM make specific phones calls to Disadvantaged students' parents to remind them to make appointments.<br>• Separate letters sent to underperforming Disadvantaged students families in advance will be sent home follow up with text/phone calls<br>• YM follow up non-attendance at Parents Evenings listed as a required criteria for Disadvantaged students receiving financial support | *SWH/HOY* | • 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 | All Year groups have carried out the Pass Survey on the full return to school in September 2021 and again at the | Continue to successfully embed the Catch up funding action plan and monitor the impact. See plan for further |

| | | |
|---|---|---|
| (positive & negatives)? | end of the academic Year. | details. |
| 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.<br>All other year groups received some form of baseline assessment based around our blended learning curriculum to see where gaps were. | Target Small groups of cohort pupils around concerns used in the pass data.<br>To use this knowledge to address gaps in knowledge. |
| What work have you done to establish the impact on pupils and their families? | Disadvantage pupils continued to receive structured conservations and these were made a priority on the return to school.<br>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.<br>Pupil Voice carried out in all Subjects following the QA cycle.<br>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 | Accelerated reader lessons October 21 to March 22 resulted in:<br>• Yr. 7 Disadvantaged students – 65% improved reading age<br>• Yr. 8 Disadvantaged students – 60% improved reading age<br>• 57% of the Yr. 7 Disadvantaged students who improved their reading are now reading above their chronological age.<br>36% of the Yr. 8 Disadvantaged students who improved their reading are now reading above their chronological age. | • AR continues to have success, disproportionally good success with Disadvantaged students. Continue in 2021-22<br><br>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. |
|---|---|---|---|
| | CPD | High staff consistently applied training into lessons around metacognition, reading, learning journey. | |

## 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 | • Absence of Disadvantaged against national Disadvantaged shows the school has improved<br>• Attendance of Disadvantaged students improved by closing the gap to national None Disadvantaged.<br>• PA of Disadvantaged students has reduced.<br>• 2.4% improvement in PP attendance.<br>• Attendance of Disadvantaged students in all year groups improved on the previous year. | • Impact of systems clear but greater targeted support for Disadvantaged students needed<br>• Look at developmental practice from PEAK 11 schools for improving Disadvantaged students attendance<br>Continue to scrutinise data during line management meetings and develop bespoke support strategies for Disadvantaged students |
| | HOY – Behaviour and involvement | • Parents evening attendance has increased for PP students in Year 10 & 11<br>• Behaviour debits have decreased along with FTE for this group. | • tracking behaviours has supported work well<br>• Behaviour reports now more systematically used<br>• Consistency between three HOY required. New briefing structure to be introduced<br>• Extra-curricular attendance monitoring method works but there is a large time lag. Refinement needed in 2019-2020<br>• Continue to work on reducing the FTE's<br>• 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><li>Supported 4 pupils to access music lessons for the whole year.</li><li>Supports 1 pupil to study GCSE music OSHL</li></ul> | Continue to support Music lessons for PP pupils, impact for GCSE pupil will be evident in the Summer 2021<br>50% gained a pass grade in music through the support put in place. |
| | Uniform & Equipment | <ul><li>24 students have accessed this fund, allowing them access to lessons.</li><li>All Year 7 pupils accessed free uniform and PE kit.</li><li>Equipment debits have decreased for the relevant students by 14%</li></ul> | Continue with this fund moving forward |
| | Study Resources | <ul><li>All year 10 and 11 PP accessed these funds.</li><li>All PP provided with revision materials.</li><li>P8 for all PP pupils improved from DD2.</li><li>English Walking Talking Mock increased Grades by 30%.</li><li>Revision evening attended by 60% PP parents</li></ul> | 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. |