

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St. Damian's RC Science College
Number of pupils in school	836
Proportion (%) of pupil premium eligible pupils	203 [24%]
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2021 & 2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Sheldon Logue
Pupil premium lead	Mrs Mary Henshaw
Governor / Trustee lead	Mrs Katrina Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,525
Recovery premium funding allocation this academic year	£61,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£264,585

Part A: Pupil premium strategy plan

Statement of intent

St. Damian's Objectives for Disadvantaged Pupils

- To ensure that every PP child realises their full potential socially, morally, academically & spiritually
- To construct an ambitious curriculum designed to give PP learners the knowledge and cultural capital they need to succeed in life
- To support and develop PP pupils' experiences in school in order to ensure high levels of attendance
- To promote positive attitudes to learning and high expectations for the behaviour and conduct of PP learners
- To ensure all pupils experience high quality teaching & learning
- To provide opportunities in Key Stage 3 to raise PP levels of literacy and numeracy and consequently, close the gap
- To ensure PP pupils' curriculum experience allows for 'breadth & depth' at KS3 and cultural capital
- To raise levels of progress and attainment enabling Key Stage 4 students to achieve a positive Progress 8 residual in their GCSEs
- To raise literacy and numeracy levels with an emphasis on enabling Key Stage 4 pupils to achieve a minimum of grade 4 in English and Maths
- To provide opportunities for PP pupils to exceed expected progress in all subjects
- To provide additional intervention programmes which increase PP pupils' access to the curriculum
- To provide strategies which raise vulnerable students' confidence and self-belief, enabling them to become confident learners and a valued part of the school community
- To ensure that PP learners are ready for the next stage of education, employment or training

How the pupil premium strategy plan works towards achieving the objectives:

- Our pupil premium strategy addresses the main challenges facing our pupils
- Implementation of the plan is the collective responsibility of all teachers, leaders and student support staff
- The plan involves monitoring by HOY, Subject leaders and SLT
- The impact is reviewed termly and reported to Governors

The key principles of our strategy plan:

- St Damian's has a strong commitment to raising the progress and attainment of PP pupils of all abilities
- The school delivers an ambitious, broad and balanced curriculum ensuring that PP pupils will have the knowledge, skills and understanding needed for future learning and employment
- The academic success of PP pupils is underpinned by high expectations, high quality teaching & learning, targeted intervention and support, strong pastoral care and our Catholic ethos promoting the spiritual, moral, social and cultural development and well-being of our PP pupils

Challenges

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

Challenge number	Detail of challenge
1	Increased gaps in learning following lockdowns
2	Underachievement and lack of progress
3	Lack of independent learning & support to do homework
4	Low levels of literacy and numeracy
5	Low aspirations
6	Low levels of resilience & lack of confidence
7	Poor motivation & mixed attitudes to learning, behaviour
8	Poor attendance & persistent absenteeism
9	Poor social development & high levels of social, emotional and mental health issues
10	Low levels of parental engagement

Intended outcomes

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

Intended outcome	Success criteria
Progress 8	0.0
Attainment 8	44.00
Percentage of Grade 5+ in English and maths	28%
EBacc entry	58%
Attendance	95% In line with non-PP within context of current pandemic
Destinations	96% + staying in education or employment
FTE	In line with Nat Av

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £81,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Regular retrieval tasks	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation [+7 months] • Feedback [+ 8 months] • Homework [+ 5 months] • Collaborative learning [+5 months] <p>Rationale</p> <ul style="list-style-type: none"> • PP pupils can recall key information • PP pupils are able to revise effectively • PP make connections between components of knowledge • PP pupils 'know more and remember more' • PP pupils build knowledge on prior learning <p>Actions</p> <ul style="list-style-type: none"> • Twilight CPD in Dec 2021 will focus on effective retrieval for boys • Learning Walks & Work scrutiny to identify impact of retrieval 	1,2,3
2. Effective feedback	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback <p>Rationale</p> <ul style="list-style-type: none"> • PP pupils respond to feedback • PP know what they need to do to improve further • PP pupils make at least expected progress • PP pupils are confident to peer assess another pupils' work <p>Actions</p> <ul style="list-style-type: none"> • Work scrutiny & Learning walks to provide evidence of PP pupils responding to feedback 	1,2,3
3. Effective formative assessment strategies	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback • Learning styles [+2 months] • Homework • Collaborative learning • Teaching assistants [+1 month] <p>Rationale</p> <ul style="list-style-type: none"> • PP pupils engage with their learning and participate fully in the lesson • PP pupils can articulate what they have learnt • PP pupils make at least expected progress • Teachers can gauge the understanding of PP pupils and adapt their lessons accordingly 	1,2,3

	<p>Actions</p> <ul style="list-style-type: none"> • Learning walks to evidence PP responding to formative assessment strategies and making good progress • PP Pupil voice in Learning walks show that PP pupils know how to improve 	
4. Embed new KS3 Assessment System to ensure PP pupils make good progress	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Mastery Learning • Metacognition • Parental engagement [+3 months] <p>Rationale:</p> <ul style="list-style-type: none"> • KS3 Assessment system enhances understanding of PP pupils' strengths and weaknesses in relation to the new Curriculum Overviews • PP receive appropriate intervention • Responsive teaching strategies address PP under-achievement • HOY / FT track PP • PP respond to teachers' strategies for further improvement <p>Actions</p> <ul style="list-style-type: none"> • Review Progress Check analysis for PP pupils in all subjects & in all year groups 	1,2,3
5. CPD to support teaching and improve outcomes of PP pupils	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback • mentoring • Collaborative learning • Performance pay [+ 1 month] • Teaching assistants <p>Rationale</p> <ul style="list-style-type: none"> • Teachers strive to improve their craft to provide the best possible teaching to PP • Teachers are supported at all stages of their careers and provided with opportunities to collaborate and share best practice • The appraisal system is robust and stretches, challenges and supports all staff <p>Actions</p> <ul style="list-style-type: none"> • Pop ups & CPD impact positively on high quality first teaching for PP pupils 	1,2,3

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

Budgeted cost: £130,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Y11 Targeted Intervention & revision	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning [+5 months] • Metacognition & self-regulation • Parental engagement • Peer tutoring 	1,2,3,6

	<ul style="list-style-type: none"> • Small group tuition <p>Rationale:</p> <ul style="list-style-type: none"> • 11/46 Y11 pupils under target in 5+ subjects [Summer 2021] • 17/46 Y11 below in English, 30/46 below in Maths • Progress & Attainment of High Ability PP to increase performance at Grades 9-7 • Focus needed on retrieval to improve long term memory retention of key curriculum knowledge • Learning gaps to be addressed • Increase progress of LAC & PP • Increased PP confidence & motivation • Pupils make at least expected / exceed Expected Progress • Effective academic and pastoral support of PP pupils • Diagnosing & addressing misconceptions • Effective communication of barriers & strategies to overcome them <p>Actions</p> <ul style="list-style-type: none"> • Review Y11 Progress Checks for PP • Implement effective intervention for Y11 PP • Effective follow up for Y11 PP following the mock examinations 	
<p>2. Literacy & Numeracy Intervention to accelerate progress across the curriculum</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Mastery Learning • Metacognition & self-regulation • Small group tuition [+4 months] <p>Rationale:</p> <p>Literacy</p> <ul style="list-style-type: none"> • 14 PP pupils in Y8 below target in PCs • 23 pupils in Y8 below target in PCs • 21 PP pupils in Y10 below target in PCs • 18 pupils in Y11 below target in PCs • Strong foundations at KS3 to improve SPAG outcomes at KS4 [all subjects] <p>Numeracy</p> <ul style="list-style-type: none"> • Y7 Baseline assessment • 8 pupils below target in Y8 Progress Checks • 18 pupils in Y9 below target in Progress Checks • Strong foundations (mastery) at KS3 to improve outcomes at KS4 e.g. EBacc subjects [Maths, Science, Geography] <p>Actions</p> <ul style="list-style-type: none"> • Monitoring of strategies by Literacy and Numeracy Co-ordinators • Updates on PP reading ages & PP reading skills 	<p>4</p>
<p>3. School led tutoring in English & Maths to accelerate the progress of Y7 PP pupils</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Mastery Learning • Metacognition & self-regulation • Small group tuition 	<p>4</p>

	<p>Rationale</p> <p>Y7 [38 pupils]</p> <ul style="list-style-type: none"> • KS2>3 Transition • 11 pupils below exp. progress in English • 16 pupils below exp. progress in Maths • Baseline assessment and identification of other PP pupils below expected progress • Progress of 5 LAC pupils <p>Actions</p> <ul style="list-style-type: none"> • 41 PP pupils to attend English / Maths tuition • Daily updates of Y7 pupils in tutoring sessions • Follow up & subject reviews as needed by DHT & Tutor Trust • Grouping adjustments to meet the needs of pupils overseen by DHT • Liaison with Maths & English Departments to ensure effective impact on curriculum implementation 	
4. Focus on the progress of MA PP boys	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition & self-regulation • Parental engagement [+3 months] <p>Rationale:</p> <ul style="list-style-type: none"> • MA PP boys underachieving, lack of engagement, low aspirations • Significant loss of learning during lockdown • Lack of engagement during lockdown <p>Actions</p> <ul style="list-style-type: none"> • 'Inspiring Boys' sessions for Y9 & Y10 • Involvement of 'Regeneration Brainery' in workshops 	1,2, 3, 6, 7
5. HOY & FT intervention to support pupils making low levels of progress	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Behaviour interventions [+3 months] • Homework • Parental engagement • Social & emotional learning [+4 months] <p>Rationale:</p> <p>Y11 [44 pupils]</p> <ul style="list-style-type: none"> • 11 targeted PP [4HA, 7MA, 7F, 4M, 1LAC] • Progress & Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 [4 targeted pupils] • Progress of 4 LAC pupils <p>Y10 [37 pupils]</p> <ul style="list-style-type: none"> • Progress of Boys/Middle Ability [21 targeted pupils 5+ subjects under 15B, 6G, 9HA, 10MA, 2 LA, 2SEN] • Progress of 3 LAC pupils <p>Y9 [47 pupils]</p> <ul style="list-style-type: none"> • Progress of Boys/MA [23 targeted pupils 5+ subjects under: 14B, 9G, 3HA, 19MA, 1LA, 1LAC] • 8 SEN Boys • Progress of 2 LAC pupils <p>Y8 [36 pupils]</p>	7,8,9,10

	<ul style="list-style-type: none"> Progress of Boys/MA [14 targeted pupils 5+ subjects under target [10B, 4G, 4HA, 10MA, 3EAL] 5 SEN Boys Progress of 2 LAC pupils <p>Actions</p> <ul style="list-style-type: none"> HOY to oversee FT intervention for PP HOY to report on impact of interventions HOY liaison with subject teachers as needed 	
6. KS3 Progress Check follow up to increase progress & attainment in all subjects	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Collaborative Learning Feedback Homework Mastery Learning Metacognition & self-regulation Parental engagement Peer tutoring [+5 months] Small group tuition <p>Rationale:</p> <ul style="list-style-type: none"> 23/50 Y9 below target in 5+ subjects, 25 below in English, 20 below in Maths 14/38 Y8 below target in 5+ subjects, 26 below in English, 8 below in Maths 11 Y7 below Expected Progress in English 16 Y7 below Expected Progress in Maths Specific focus on progress & attainment of PP Effective academic and pastoral support of PP pupils Effective communication of barriers & strategies to overcome them <p>Actions</p> <ul style="list-style-type: none"> Subject Leaders oversee high quality teaching SL monitor & evaluate levels of progress SL oversee effective support & intervention 	1,2,3,7
7. KS4 Progress Check follow up to increase progress & attainment in all subjects	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Collaborative Learning Feedback Homework Mastery Learning Metacognition & self-regulation Parental engagement Peer tutoring Small group tuition <p>Rationale:</p> <ul style="list-style-type: none"> 11/46 Y11 pupils under target in 5+ subjects [Summer 2021] 17/46 Y11 below in English, 30/46 below in Maths 21/38 Y10 pupils under target in 5+ subjects [Summer 2021] 24/38 Y10 below in English, 16/38 below in Maths Progress & Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 Progress of LAC Pupils make at least expected / exceed Expected Progress 	1,2,3,7

	<ul style="list-style-type: none"> • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them <p>Actions</p> <ul style="list-style-type: none"> • Subject Leaders oversee high quality teaching • SL monitor & evaluate levels of progress • SL oversee effective support & intervention 	
8. Challenge & support of HA pupils	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition & self-regulation • Parental engagement • Peer tutoring • Small group tuition <p>Rationale:</p> <ul style="list-style-type: none"> • HA pupils make at least expected / exceed Expected Progress • Effective academic and pastoral support of HA PP pupils • Effective communication of barriers & strategies to overcome them <p>Actions</p> <ul style="list-style-type: none"> • Subject Leaders oversee high quality teaching of HA • SL monitor & evaluate levels of progress • SL oversee effective support & intervention 	1,2,3,6
9. Challenge & Support of Disadvantaged pupils with SEND	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Digital technology [+4 months] • Homework • Phonics [+4 months] • Reducing class size [+3 months] • TAs <p>Rationale</p> <ul style="list-style-type: none"> • Focus on phonics skills and improving reading ability • Accelerated reading programme to support regular reading for pleasure. Assessment through testing and quizzes • To consolidate classroom teaching • To address reading ability at its most basic level. To enable pupils to access texts • Increase teacher: pupil ratio in LA classes where pupils need higher degree of attention • To enable better differentiation of resources/make the curriculum more accessible/support the teacher in pitching teaching at the appropriate level • To provide statutory support for pupils with complex learning needs • Reading Comprehension rationale – to understand how readers engage with a text and determine what specific teaching is required • Parental Engagement rationale – to provide advice and guidance to parents and enable them to support their child 	1,2,3,4,

	<p>Actions</p> <ul style="list-style-type: none"> • SENCO oversees high quality teaching & TA support • SENCO monitors & evaluates levels of progress • SENCO oversees effective support & intervention 	
--	--	--

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

Budgeted cost: £52,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. High Levels of PP attendance	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Parental engagement • Aspiration interventions <p>Rationale:</p> <ul style="list-style-type: none"> • Pupils have good attendance meeting school expectation • Increased learning time • Increased progress • Removal of barriers to learning • Interaction with peers / staff avoidance of isolation • Pupils able to work independently through remote learning when required <p>Actions</p> <ul style="list-style-type: none"> • Pro-active monitoring & intervention for PP attendance on a daily basis • Analysis of PP trends • Implementation of strategies for PP 	8
2. Positive PP engagement in learning	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative learning • Peer Tutoring • Parental contact • Behaviour interventions <p>Rationale:</p> <ul style="list-style-type: none"> • Early parental contact with behaviour points will ensure expectations are clear and support strategies agreed • Use of PLF to support PP learners in study club • Reduce FTE & Seclusions <p>Actions</p> <ul style="list-style-type: none"> • Regular overview of PP behaviour, FTE & Seclusions • Pro-active strategies to promote positive behaviour engagement 	6,7

<p>3. Pupils have high aspirations, develop pupil leadership skills building self-esteem and life skills</p>	<p>EEF:</p> <ul style="list-style-type: none"> Aspiration interventions Social & emotional learning <p>Rationale:</p> <ul style="list-style-type: none"> Regular engagement with PP learners in form time will support their emotional well being Extended form time enables pastoral themes to be explored in greater depth, supporting PP learner engagement Year group pastoral schedules ensures PP learners increased vulnerabilities are planned for Pupils leading on the delivery of pastoral themes, helps to increase pupil engagement Increased opportunities for pupil leadership throughout KS3 & all teaching groups PP Pupils actively encouraged to apply for pupil leadership roles Increased self- confidence through the development of new skills and increased levels of responsibility <p>Actions</p> <ul style="list-style-type: none"> Monitoring and observation of PP pupils in form time Monitoring of PP participation in leadership roles 	<p>6,7,9</p>
<p>4. Support for pupils with social, emotional & mental health</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> Social and emotional learning Parental engagement Behaviour interventions Individualised instruction [+3 months] Digital intervention [+4 months] <p>Rationale:</p> <ul style="list-style-type: none"> Pupils provided with one-to-one support regarding social and emotional development Pupils able to share concerns and look for resolutions with Ambrose Manager Increased self-esteem and resilience amongst learners Opportunity to continue education and learning outside of the main classroom Coping mechanisms for mental health Problem solving skills / prioritising / time management to support children with anxiety <p>Actions</p> <ul style="list-style-type: none"> Review of impact of support and strategies for PP re: social & emotional and mental well-being of pupils 	<p>9</p>
<p>5. Pupils are well prepared for the next stages of education, training & employment</p>	<p>EEF Evidence</p> <ul style="list-style-type: none"> Aspiration Interventions <p>Rationale:</p> <ul style="list-style-type: none"> PP Pupils given the confidence to pursue high aspirations Pupils know Options pathways available to them [14/16/18] PP pupils have access to all Pathways Increased self-esteem, motivation and engagement 	<p>5</p>

	<ul style="list-style-type: none"> • PP Pupils have contact with employers & post 16 providers • Pupils choose sustainable destinations • No PP NEETs • Vulnerable PP pupils well supported during KS4 <p>Actions</p> <ul style="list-style-type: none"> • Tracking of PP participation in careers activities • Tracking of 1:1 careers appointments • Tracking of post 16 destinations for PP 	
6. Parental engagement to identify and reduce barriers to learning	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Parental Involvement <p>Rationale:</p> <ul style="list-style-type: none"> • College supports the child and the parent in partnership • Welfare & attendance support to remove barriers <p>Actions:</p> <ul style="list-style-type: none"> • Overview of parental engagement • Parent voice via HOY 	10

Total budgeted cost: £264,585

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Curriculum

- Full review of Curriculum Overviews in all subjects.
- Curriculum Design used to close gaps & ensure access for Disadvantaged pupils through interleaving, sequencing and retrieval

Assessment

- Ambitious targets launched for all PP pupils using new ACT system [Advance, Challenge, Thrive]
- Clear expectations for ATL & Independent Learning
- New documentation for parents explaining the system

Teaching & Learning

- Embedding of retrieval practice resulting in increased PP recall of prior learning
- Feedback resulting in PP pupils knowing strengths and weaknesses and how to improve

Literacy

- Reading intervention – high success rate. From 26 pupils, 21 were deemed to be fluent readers and therefore no longer need intervention. All but 3 pupils made progress with their reading ages. 5 pupils will continue with intervention into year 8.
- AR reading programme tested pupils reading ages as a second measure to Literacy Assessments Online
- Digital Library monitored for usage by pupils – high levels of engagement

Careers Education Information and Guidance

- All PP pupils in Y11 had a one-to-one careers interview and supported with admission to college, uptake of apprenticeships
- All PP pupils in all year groups had employer encounters
- All PP pupils engaged in work experience placements or Virtual work experience unless absent due to Covid

Year 11 Summer Examinations 2021

Progress 8	0.1 [2021]
Ebacc entry	50% [2021]
Attainment 8	45.04 [2021]
Percentage of Grade 5+ in English and maths	32.4 [2021]

Year 10

- Y10 intervention for subjects started in the Summer term
- Good levels of PP attendance prior to Y10 mock examinations
- Mixed outcomes in mock examinations. Impact of lockdowns showed gaps in learning
- Good levels of progression: Sport, English Literature, Food

Year 9

- Completion of Growth Mindset programme for targeted PP pupils
- 13 PP pupils completed small group tuition with the National Tutoring Programme in English
- 16 PP pupils completed small group tuition with the National Tutoring Programme in English
- 28/38 engaged with one NTP subject
- Good levels of progression: Sport, Drama & Technology
- Some pupils exceeding expected progress: History & Science

Year 8

- 29 PP pupils completed small group tuition with the National Tutoring Programme in English
- 7 PP pupils completed small group tuition with the National Tutoring Programme in English
- 36/50 engaged with one NTP subject
- Good levels of progression: Art, Drama, Music, PE, Technology
- Some pupils exceeding expected progress: English, French, History, Music

Year 7

- 8 PP pupils completed small group tuition with the National Tutoring Programme in English
- 3 PP pupils completed small group tuition with the National Tutoring Programme in English
- 11/38 engaged with one NTP subject
- Good levels of progression: Art, Drama, Maths, Music, PE, Technology
- Some pupils exceeding expected progress: Maths, Art, Science

Attendance

- Attendance in 2020/2021 was lower than in the preceding year due to Covid-19
- Attendance is a focus on this year's plan

Pupil Leadership

- 72 PP learners had engaged with pupil leadership from September 2020 – July 2021
- A significant increase from previous years

Resources

- All PP pupils accessing 'mathswatch'
- PP access to 'Seneca'
- Provision of laptops to pupils
- Increased access to remote learning

Year	Laptops
Y7	2
Y8	3
Y9	2
Y10	4
Y11	14

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Seneca Learning	Seneca
Mathswatch	Mathswatch Ltd
Active Learn	Pearson
Corbett Maths	Corbettmaths

Service pupil premium funding (optional)

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

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

Further information (optional)

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

Planning

- Planning is overseen by a range of senior and middle leaders within their areas of responsibility

Implementation

- This is a collaborative team effort across the three key areas
 1. Teaching & Learning
 2. Targeted Intervention
 3. Wider Strategies

Evaluation

- Triangulation of evidence & evaluation of progress towards the objectives will take place termly and will involve the following:
 - Scrutiny of a range of data [Progress / Attendance / FTE]
 - Learning Walks
 - Progress Check Analysis
 - Pupil Work Scrutiny
 - Pupil Voice
 - Teacher Voice
 - Subject Leader feedback

Reporting

- The DHT will report to governors termly