

# 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	843
Proportion (%) of pupil premium eligible pupils	210 (24.9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Mr Sheldon Logue
Pupil premium lead	Mrs Faith Brophy
Governor / Trustee lead	Mr Stephen England

## Funding overview 2022,23

Detail	Amount
Pupil premium funding allocation this academic year	£198,075
Recovery premium funding allocation this academic year	£13,086
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£211,161

# Part A: Pupil premium strategy plan

## Statement of intent

At St Damian's we believe that every child should be provided with the opportunity to succeed both academically and pastorally to allow them to be successful adults who are able to navigate the ever changing and developing world around them. It is St Damian's intent to remove any barriers that prevents any child, especially disadvantaged pupils from fulfilling their potential regardless of their starting points, background, cultural, religious, and moral beliefs.

There is no one single intervention that can act as a solution to the complexities of educational progress and personal development of disadvantaged pupils and therefore in response to this St Damian's will take a multi strategy approach to ensure that a variety of whole school and personalised plans to meet individual needs are created and implemented for maximum impact.

## Challenges

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

Challenge number	Focus	Detail of challenge
1	<b>C</b>	Careers – To engage in a robust careers programme in order to prepare for post 16 options
2	<b>L</b>	Literacy – To improve literacy skills so that they can readily access the curriculum
3	<b>E</b>	Underachievement and lack of progress -To ensure PP pupils are subject to a knowledge rich curriculum
4	<b>A</b>	Attendance – To improve and celebrate good attendance at school
5	<b>R</b>	Pupil wellbeing and resilience – To ensure resilience and mental health are key aspects of a holistic education

## 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
<i>P8</i>	0.0
Grade 5 English and Maths	60%
Grade 4 English and Maths	80%

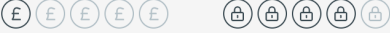
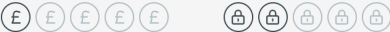
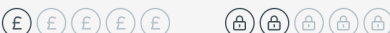
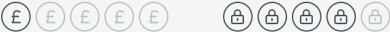
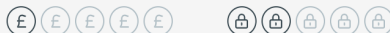


Literacy	All PP pupils below their reading age receive intervention and make progress
Underachievement and lack of progress	HOYs and HODs work together to support the underachievement of PP pupils to allow them to make progress and narrow the gap
Attendance	In line with non PP students
Pupil wellbeing and resilience	All PP pupils are supported in school or sign posted to external agencies to ensure that individual needs are met
Careers	No PP pupils are classed as NEAT

## 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: £58,250

















Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</b> To allow all teaching and support staff to maximise the learning of PP pupils</p>	<p><b>Feedback</b> Very high impact for very low cost based on extensive evidence.  <b>+6</b></p> <p><b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence.  <b>+4</b></p> <p><b>Mastery learning</b> High impact for very low cost based on limited evidence.  <b>+5</b></p> <p><b>Rationale:</b> To ensure that PP pupils are provided with high quality teaching and learning, clear feedback and a strong curriculum so that they achieve strong outcomes</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils to receive a broad and balanced curriculum with clear end points and regular assessments</li> <li>Consistent whole school use of formative assessment which targets disadvantaged students to ensure pupils are engaging and making progress.</li> <li>Ensuring disadvantaged students actively engage group tasks by allocating specific roles.</li> <li>Revision support for PP pupils, including revision guides/materials/ packs where appropriate.</li> <li>Carefully considered seating plans in all classes</li> <li>Class teachers to ensure that feedback is clear and specific and addresses areas for development</li> <li>Robust tracking and monitoring systems to ensure that PP students make strong progress and have access to effective teacher led and online interventions where appropriate and necessary.</li> </ul>	<p>2 3</p>
<p><b>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension , phonics or mastery learning</b> To provide CPD which enhances the learning</p>	<p><b>Feedback</b> Very high impact for very low cost based on extensive evidence.  <b>+6</b></p> <p><b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence.  <b>+4</b></p> <p><b>Metacognition and self-regulation</b> Very high impact for very low cost based on extensive evidence.  <b>+7</b></p> <p><b>Phonics</b> High impact for very low cost based on very extensive evidence.  <b>+5</b></p> <p><b>Rationale:</b> Staff CPD underpins everything we do at curriculum level and teaching and learning.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Pop-Up sessions focus on improving feedback, literacy, Pupils' wellbeing and SEND needs - as well as supporting teaching and learning through a deeper understanding of how pupils learn (metacognition) and retrieval practice.</li> </ul>	<p>2 3</p>

opportunities of PP students	<ul style="list-style-type: none"> <li>Pop ups &amp; CPD impact positively on high quality first teaching for PP pupils.</li> </ul>	
<b>Mentoring and coaching</b> Sharing good practice to allow PP students to flourish	<p><b>Individualised instruction</b>  <small>Moderate impact for very low cost based on limited evidence.</small>    £ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p> <p><b>Mentoring</b>  <small>Low impact for moderate cost based on moderate evidence.</small>    £ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +2</p> <p><b>Rationale:</b> Mentors in school are long standing teachers themselves, that can impart knowledge to new members of staff.  <b>Action:</b></p> <ul style="list-style-type: none"> <li>New ECTs are given dedicated time on timetables to meet for mentor support.</li> <li>A series of lesson observations by the Induction Tutor are carried out as part of the developmental programme.</li> <li>CPD sessions offered to support training needs.</li> </ul>	3
<b>Recruitment and retention of teaching staff</b> To ensure that high quality staff are appointed to deliver a well planned and robust curriculum to PP learners	<p><b>Performance pay</b>  <small>Low impact for low cost based on very limited evidence.</small>    £ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +1</p> <p><b>Rationale:</b>          To recruit and retain high calibre staff to deliver high quality lessons and support to promote the outcomes of PP learners.  <b>Action:</b></p> <ul style="list-style-type: none"> <li>Clear job advertisements with detailed job descriptions, person specifications and school information</li> <li>PP learners to be explained in the vacancy advertisement</li> <li>Interview task / questions to discuss PP learners</li> </ul>	3
<b>Technology and other resources focussed on supporting high quality teaching and learning</b> To allow PP students access to modern technology to aid learning, knowledge and understanding of the curriculum	<p><b>Homework</b>  <small>High impact for very low cost based on very limited evidence.</small>    £ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +5</p> <p><b>Rationale:</b>          To use technology as a tool to supplement high quality in school teaching and learning for disadvantaged pupils and to support further progress at home  <b>Actions:</b></p> <ul style="list-style-type: none"> <li>Online platforms purchased such as MathsWatch, ActiveLearn, Accelerated Reader etc to improve disadvantaged outcomes.</li> <li>Homework set on online platforms to provide instant feedback</li> <li>All teaching staff have lap tops and access to high quality ICT resources</li> </ul>	3

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

Budgeted cost: £ 118,750

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Interventions to support language development, literacy, and numeracy	<p><b>Reading comprehension strategies</b>   <b>+6</b> Very high impact for very low cost based on extensive evidence.</p> <p><b>One to one tuition</b>   <b>+5</b> High impact for moderate cost based on moderate evidence.</p> <p><b>Oral language interventions</b>   <b>+6</b> Very high impact for very low cost based on extensive evidence.</p> <p><b>Rationale:</b> Robust use of NGRT test to identify and support language development. Every effort is made to support pupils to read fluently so they can access the curriculum.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Reading age test deployed and pupils who are reading below the age of 9.4 are fluency tested.</li> <li>• Fluency intervention for those pupils who fall below the speed of 110 words per minute – run by LSAs.</li> <li>• Reading intervention groups are run by all SLT members (Y7, Y8 and Y9) all PP pupils who have a reading age below their chronological age are in one of these groups.</li> <li>• Bespoke Literacy curriculum followed by Y Band pupils, designed by the Literacy Co-ordinator.</li> </ul>	2
<p><b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</b></p> <p>To promote the needs of SEND PP learners to allow access to the identical curriculum taught to non SEND PP learners</p>	<p><b>Reducing class size</b>   <b>+2</b> Low impact for very high cost based on very limited evidence.</p> <p><b>Parental engagement</b>   <b>+4</b> Moderate impact for very low cost based on extensive evidence.</p> <p><b>Reading comprehension strategies</b>   <b>+6</b> Very high impact for very low cost based on extensive evidence.</p> <p><b>Setting and streaming</b>   <b>0</b> No impact for very low cost based on very limited evidence.</p> <p><b>Teaching Assistant Interventions</b>   <b>+4</b> Moderate impact for moderate cost based on moderate evidence.</p> <p><b>Rationale:</b></p> <p>To ensure that the SEND of pupils is known and staff know how to support pupils to achieve at least in line with non-PP pupils</p> <p>To develop the knowledge and skills of support and teaching staff so that they are able to meet the need of pupils with SEND</p> <p>To ensure that pupils have the support that they need to achieve positive outcomes</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• SEND Register and SEND Handbook in place identifying need and support strategies</li> <li>• Letters home following Progress Data to praise and encourage progress</li> <li>• Small class size for Y3 to increase pupil:staff ratio</li> <li>• Staff CPD on SEND</li> <li>• Monitoring of provision through Learning Walks and Work Scrutiny</li> <li>• TA team trained in phonics to further support reading skills</li> <li>• Expansion of HLTA team from 1 to 4 to further enhance SEND provision</li> <li>• Assistant SENDCO to focus on teaching and learning strategy for SEND</li> <li>• Access Arrangements in place e.g. reader, extra time.</li> </ul>	2 3 4

	<ul style="list-style-type: none"> <li>Maximising the Progress of Pupils with SEND document emphasises the different roles of TA and teacher and supports collaborative working in the classroom</li> </ul>																																					
<p><b>Teaching assistant deployment and interventions</b> To ensure that SEND PP learners</p>	<table border="1"> <tr> <td><b>Collaborative learning approaches</b> <small>High impact for very low cost based on limited evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5</td> </tr> <tr> <td><b>Homework</b> <small>High impact for very low cost based on very limited evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5</td> </tr> <tr> <td><b>Oral language interventions</b> <small>Very high impact for very low cost based on extensive evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+6</td> </tr> <tr> <td><b>Phonics</b> <small>High impact for very low cost based on very extensive evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5</td> </tr> <tr> <td><b>Parental engagement</b> <small>Moderate impact for very low cost based on extensive evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> <tr> <td><b>Reducing class size</b> <small>Low impact for very high cost based on very limited evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+2</td> </tr> <tr> <td><b>Reading comprehension strategies</b> <small>Very high impact for very low cost based on extensive evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+6</td> </tr> <tr> <td><b>Setting and streaming</b> <small>No impact for very low cost based on very limited evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>0</td> </tr> <tr> <td><b>Teaching Assistant Interventions</b> <small>Moderate impact for moderate cost based on moderate evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> </table> <p><b>Rationale:</b> To ensure that the most vulnerable pupils have the support they need to achieve in line with non-PP pupils To foster partnerships with parents/carers so that support for pupils is seamless and collaborative To develop literacy skills so that pupils can fulfil academic potential whilst at school and function as literate adults in the future</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>7NGR and 11MYS small form group size to provide more tailored support</li> <li>Regular phone calls home to share information and pre-empt issues</li> <li>Homework/Study clubs after school to provide study support and develop good H/W habits</li> <li>Targeted TA in-class support to support pupils in accessing the curriculum and make reasonable adjustments</li> <li>Targeted SALT intervention led by TA to improve speech, language and communication</li> <li>Targeted literacy intervention led by TAs to improve reading fluency and comprehensions</li> <li>HLTA leads a Fresh Start Phonics group to improve reading skills and ability to access the curriculum</li> </ul>	<b>Collaborative learning approaches</b> <small>High impact for very low cost based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5	<b>Homework</b> <small>High impact for very low cost based on very limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5	<b>Oral language interventions</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6	<b>Phonics</b> <small>High impact for very low cost based on very extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5	<b>Parental engagement</b> <small>Moderate impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4	<b>Reducing class size</b> <small>Low impact for very high cost based on very limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2	<b>Reading comprehension strategies</b> <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6	<b>Setting and streaming</b> <small>No impact for very low cost based on very limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0	<b>Teaching Assistant Interventions</b> <small>Moderate impact for moderate cost based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4	<p>2 3</p>
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<p><b>One to one and small group tuition</b> To allow PP pupils to benefit from targeted NTP input</p>	<table border="1"> <tr> <td><b>One to one tuition</b> <small>High impact for moderate cost based on moderate evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5</td> </tr> <tr> <td><b>Individualised instruction</b> <small>Moderate impact for very low cost based on limited evidence.</small></td> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> </table> <p><b>Rationale:</b> The National Tutoring Programme specifically targets PP pupils, with 75% of this year's cohort meeting the PP criteria.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Pupils are taught by an English specialist and a maths specialist in groups of 3.</li> <li>Pupils are supported to follow the English and maths curriculums at a pace to suit their needs.</li> <li>Pupils are withdrawn from non-core subjects.</li> </ul>	<b>One to one tuition</b> <small>High impact for moderate cost based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5	<b>Individualised instruction</b> <small>Moderate impact for very low cost based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4	<p>1 2</p>																												
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<p><b>Peer tutoring</b> Peer support to remove barriers to learning for younger disadvantaged pupils</p>	<p><b>Peer tutoring</b> High impact for very low cost based on extensive evidence.</p> <p><b>Rationale:</b> Y10 pupils to support Y7 pupils with a weekly peer reading session, if their reading age is 1 year below their chronological age.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Weekly session monitored by SHN, Y7 pupils read to Y10 pupils and discuss difficult vocabulary.</li> <li>Y10s record vocab each week and how many pages covered in reading.</li> <li>Reading ages of pupils will be re-tested at the end of Y7.</li> </ul>	<p>1 2 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting pupils' social, emotional and behavioural needs</b> To provide inhouse support through SSOs and Ambrose</p>	<p><b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence. <span style="float: right;">+4</span></p> <p><b>Mentoring</b> Low impact for moderate cost based on moderate evidence. <span style="float: right;">+2</span></p> <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence. <span style="float: right;">+4</span></p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence. <span style="float: right;">+4</span></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>To acknowledge and support the individual social and emotional needs of PP students</li> <li>Provide opportunities to resolve concerns worries that impact on PP progress and development</li> <li>To increase resilience and build self-esteem</li> <li>To allow learning and progress to continue in a safe and calm environment away from mainstream classrooms when necessary</li> <li>To promote wellbeing and good mental health</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>To ensure SSOs / Ambrose Manager have relevant and regular CPD to support PP pupils</li> <li>To analyse SSO and Ambrose data</li> <li>To inform parents and carers of the support provided</li> </ul>	<p>5</p>
<p><b>Supporting pupils' social, emotional and behavioural needs</b> To source and provide external support for PP pupils and families</p>	<p><b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence. <span style="float: right;">+4</span></p> <p><b>Mentoring</b> Low impact for moderate cost based on moderate evidence. <span style="float: right;">+2</span></p> <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence. <span style="float: right;">+4</span></p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence. <span style="float: right;">+4</span></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>To identify the specific social, emotional and behavioural needs of PP pupils which are presenting as barriers to learning in school</li> <li>To utilise the expertise of external agencies to support the individual needs of PP pupils</li> </ul>	<p>5</p>



	<ul style="list-style-type: none"> <li>To offer one to one support to PP learners through the inhouse SSOs</li> <li>To provide opportunities to continue learning in school through use of the Ambrose suite when PP learners experience challenges</li> <li>To develop resilience and coping strategies to allow learning to continue</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>To monitor the uptake of PP learners using SSOs</li> <li>To monitor the uptake of PP learners using the Ambrose suite to continue learning</li> <li>To monitor the uptake of PP learners accessing external support organised through school</li> </ul>	
<p><b>Supporting pupils' social, emotional and behavioural needs</b></p> <p>Ensuring that all pupils and parents understand the behaviour expectations of school to allow full access to the curriculum</p>	<p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence.   </p> <p><b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence.   </p> <p><b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence.   </p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence.   </p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Early parental contact with behaviour points will ensure expectations are clear and support strategies agreed</li> <li>Reduction in FTE &amp; Seclusions</li> <li>PP Pupils aware of their post 16 choices</li> <li>Pupils choose sustainable destinations</li> <li>Vulnerable PP pupils well supported during KS4</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>FTs to closely monitor Achievement/ Behaviour points</li> <li>Pupil reports implemented early on before poor behaviours escalate</li> <li>Use of TPRS worker to give one to one support and talk through behavioural challenges</li> <li>Workshops with Employers and Post 16 providers</li> <li>One to one careers meetings with Careers advisor prior option choices and throughout KS4</li> <li>Use of SSO where PP learners require Social &amp; Emotional support</li> </ul>	5
<p><b>Supporting attendance</b></p> <p>To support all PP students to have a minimum of 95% attendance</p>	<p><b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence.   </p> <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence.   </p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>High standards of routine established</li> <li>Increased learning time</li> <li>Increased learning opportunities enhancing knowledge and skills</li> <li>Increased rates of progress</li> <li>Positive relationships created with staff and peers</li> <li>Wider understanding of social, moral, emotional and cultural issues</li> <li>Further opportunities for pupil leadership</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Daily monitoring of attendance</li> <li>Prompt communication between school and home</li> <li>Support strategies implemented to improve attendance</li> </ul>	4

	<ul style="list-style-type: none"> <li>PP attendance to be constant agenda item for pastoral team meetings</li> <li>PP attendance to be analysed half termly</li> </ul>	
<p><b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</b></p> <p>To provide disadvantaged pupils with opportunities to promote learning outside of the classroom</p>	<p><b>Physical activity</b> Low impact for very low cost based on moderate evidence.   </p> <p><b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence.   </p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence.   </p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Increased self- confidence through the development of new skills and increased levels of responsibility and participation</li> <li>Increased levels of resilience leading to increased levels of success</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Monitoring of PP participation in leadership roles</li> <li>Increased opportunities for pupil leadership throughout KS3 form time</li> <li>PP Pupils actively encouraged to apply for pupil leadership roles</li> <li>Monitoring and observation of PP pupils in form time</li> <li>Ensure proportion of PP learners selected for leadership roles</li> <li>Ensure proportion of PP learners selected for DoE</li> <li>Ensure all PP learners access field trips</li> <li>Ensure PP learners are selected for offsite career workshops</li> </ul>	4 5
<p><b>Extended school time, including summer schools</b></p> <p>Ensuring that PP pupils are exposed to a fully inclusive curriculum</p>	<p><b>Extending school time</b> Moderate impact for moderate cost based on limited evidence.   </p> <p><b>Rationale:</b></p> <p>To provide PP pupils with sufficient time to participate in a broad and balanced curriculum</p> <p>To ensure that PP pupils are provided with the opportunity to develop SEMH skills, leadership skills and fulfil the character education framework</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>To increase the school day from 32.5hrs a week to 35 hours per week</li> <li>To extend FT and lesson time throughout the school day</li> </ul>	3 4
<p><b>Communicating with and supporting parents</b></p> <p>Supporting the learning of PP pupils by creating links with parents and carers</p>	<p><b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence.   </p> <p><b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence.   </p> <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence.   </p> <p><b>Rationale:</b></p> <p>To develop and consolidate links with parents and carers to ensure that both school and home, work in partnership to promote the outcomes of PP learners</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>To ensure that communications with PP learners are prioritised</li> <li>To Form tutor and Head of Year communications to be discussed in line management meetings</li> <li>Parent voice</li> </ul>	3 4 5

**Total budgeted cost: £211,161**

# 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:

Curriculum overviews are amended and adhered to  
Curriculums in each subject are designed to narrow gaps in learning with a focus on disadvantaged pupils.

Heads of Faculty have reviewed the curriculum. Curriculum development has been a focus of Faculty meetings throughout the year with PP being a focus in each PCA

### Assessment:

All PP pupils have ambitious targets  
Pupil assessed using the school ACT system

### Teaching and Learning:

Cold calling used throughout the year to encourage staff to focus on PP pupils  
Retrieval practice to promote confidence and understanding of PP pupils  
Effective feedback shows that PP pupils misconceptions are highlighted by teachers  
T&L cycle focuses on PP pupils

### Literacy:

SORA library used to remove cost implication barriers to encourage PP uptake of reading

- 12 Y7 PP pupils have improved their reading age from attending reading groups
- 3 Y8 PP pupils have improved their reading age – reading group SLE
- 7 Y7 PP pupils improved their reading fluency and are now off the intervention programme

### Attendance:

PP absence prioritised by attendance to ensure contact home immediately  
PP pupils with poor attendance supported using a variety of strategies unique to individual circumstances

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	228	88.36	6.89	4.76	1.84	0.30
Not Pupil Premium	631	93.84	4.91	1.25	0.91	0.09

### Careers:

All PP pupils have had 1 to1 careers meetings with an independent careers advisor  
100% of PP pupils 2022 leavers are in education or work

Year 11 summer examinations:

Average Total Progress 8	-0.03 ↓
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### Basics 9-4

Measure	Total	%
Students Achieving 9-4 in English and Maths	31	75.6 ↑
Students Achieving 9-4 in English	34	82.9 ↑
Students Achieving 9-4 in Maths	35	85.4 ↑
Students NOT Achieving 9-4 in English or Maths	3	7.3 ↑
Students Achieving 9-4 in English but NOT Maths	3	7.3 ↑
Students Achieving 9-4 in Maths but NOT English	4	9.8 ↓

## 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