



KING'S LEADERSHIP
ACADEMY HAWTHORNES

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

PUPIL PREMIUM STRATEGY 2022/2023



GREAT SCHOOLS
TRUST

Pupil premium strategy statement 2022- 23

King's Leadership Academy Hawthornes

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | King's Leadership Academy Hawthornes |
| Number of pupils in school | 561 |
| Proportion (%) of pupil premium eligible pupils | 64.35 |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mr Peter Gaul |
| Pupil premium lead | Miss Rachel Prout |
| Governor / Trustee lead | Mr John Rigby |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £ 289,590 |
| Recovery premium funding allocation this academic year | £ 81,144 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| National Tutoring Programme allocation this academic year | £48,762.00 |
| 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 | £419,496 (including NTP) £370,734 (excluding NTP) |

Part A: Pupil premium strategy plan

Statement of intent

At King's Leadership Academy Hawthornes, we believe that Disadvantaged pupils must be provided the best opportunities in order to ensure that differences between their success and the success of non-Disadvantaged pupils are diminished - both in school and beyond.

Our intention is that all students will make good progress and achieve high attainment across the curriculum. We provide all pupils with a challenging learning experience, based around an ambitious curriculum taught by specialist teachers with a range of educational opportunities. Alongside this, we develop both their character and leadership skills through our ASPIRE curriculum and the Great School Trust Values, as well as ensuring high levels of support and pastoral care.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve; this is by maintaining high expectations and ensuring that all pupils believe they can achieve ambitious end points.

We are responsive to common challenges and individual needs, rooted in robust diagnostic assessment and research.

We act early to intervene when a need is identified. National statistics indicate that historically, Disadvantaged pupils do not perform as well as their peers due to a variety of barriers to learning. We recognise that pupils who are Disadvantaged must be supported to achieve at least as well as their peers. Research suggests that at primary school, Disadvantaged pupils' attainment gaps are widening. Therefore, resources are directed towards those who struggle most to meet targets, and King's Leadership Academy Hawthornes effectively accepts responsibility for closing pre-existing gaps.

We do not publicly identify pupils who are Disadvantaged, and we recognise that there are many forms of disadvantage; economic, social and cultural. Pupils' needs across groups, subjects and throughout their school careers are diverse and strategies used do not in any way segregate, discriminate, excuse or favour the disadvantaged.

High-quality teaching is at the heart of our approach; we challenge them with the same rigour and learning experiences as their peers. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic with the targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non- disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Numeracy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7 and beyond. The attainment of disadvantaged students in GCSE Maths is lower than that of their peers who are non-disadvantaged. KS2 scores in numeracy are well below average.</p> <p>Assessments on entry to year 7 at KS2 indicate 49% of our disadvantaged pupils arrive below age related expectations compared to 43% of their peers.</p> <p>The CAT mean score for disadvantaged students in Year 7 is 77.4. Non-disadvantaged students' mean score is 82.1.</p> |
| 2 | <p>Literacy skills for students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7 and beyond. The attainment of disadvantaged students in GCSE English is lower than that of their peers who are non-disadvantaged. KS2 scores in reading are below average.</p> <p>Assessments on entry to year 7 at KS2 indicate 43% of our disadvantaged pupils arrive below age related expectations compared to 27% of their peers.</p> |

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| 3 | Social, emotional and mental wellbeing issues are higher amongst disadvantaged students leading to higher levels of poor behaviour and exclusion. These have been exacerbated by the pandemic effect in some cases. Our assessments (including wellbeing surveys), observations, discussions with parents/carers, teachers and the students themselves have identified social and emotional issues for many pupils, such as anxiety and low self esteem. This is partly driven by concern about catching up, the return to school and routines after COVID and future exams/career prospects. These are particularly affecting our disadvantaged pupils compared to their peers in regards to attainment. Our observations in Key stage 3, suggest that some lower prior attaining disadvantaged students lack self-regulation and the ability to use strategies appropriately when faced with challenging tasks. This is indicated across the curriculum. |
| 4 | Attendance rates for students who are disadvantaged are below the target for all children of 95%. This reduces their school hours and can cause them to fall behind on average compared to their peers. |
| 5 | Disadvantaged students have a reduced ability to participate in extra-curricular and leadership programmes, such as residential trips, which necessitate additional costs. |
| 6 | Disadvantaged students have limited and reduced access to educational resources at home such as IT technology and subject resources/materials, thus reducing opportunities for learning. |
| 7 | Overall, students with disadvantaged backgrounds enter Y7 behind their peers in terms of progress and learning due to many factors and therefore need high quality first teaching and learning strategies to close gaps in and out of the classroom. |

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 |
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| <p>Higher levels of progress in literacy for all disadvantaged students who have reading deficits. Students to access a variety of literacy interventions</p> <p>Recent Research (2022): Disadvantaged secondary reading: Disadvantaged secondary school pupils were on average 3.5 months behind in reading in the autumn term, compared to 2.0 months for non-disadvantaged pupils – a substantial gap of 1.5 months. This difference in lost learning between disadvantaged and non-disadvantaged pupils has also widened since the summer term. North West identified as the worst affected compared to all regions nationally.</p> | <p>BY the end of our current plan in 2024/2025,</p> <p>Reading tests</p> <ul style="list-style-type: none"> - All students will be on their chronological age by the time they leave secondary school - No student will have a standardised score of below 89 by the end of KS3 - There is a smaller gap between non-disadvantaged and disadvantaged in reading scores by the end of Key stage 3. <p>GCSE examinations</p> <ul style="list-style-type: none"> - At least 60% of the year 11 students will be passing GCSE English at grade 5 or above <p>Student attitude to learning</p> <ul style="list-style-type: none"> - There will be a reduced gap between disadvantaged and non-disadvantaged in the ATL data for all lessons at ATL 2/1. - Teachers will recognise this improvement through improved attitude to learning in lesson and also through work scrutiny. |

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| | <ul style="list-style-type: none"> - Student surveys will report great attitudes to learning across the curriculum, especially in written based subjects |
| <p>Higher levels of numeracy skills for all disadvantaged students. Students to access a variety of numeracy interventions</p> <p>EEF (2021) states that at the start of the pandemic the gap in Maths outcomes for disadvantaged pupils and non-disadvantaged students grew by one month. While disadvantaged pupils' outcomes in mathematics seem to have been hit hardest by the first national lockdown, the attainment gap did not widen (or shrink) during the Autumn 2020 term. This suggests that gaps caused by Covid are unlikely to close without intervention</p> | <p>By the end of our current plan in 2024/2025,</p> <p>Numeracy baseline scores</p> <ul style="list-style-type: none"> - Reduced gap between disadvantaged and non-disadvantaged by the end of KS3 <p>GCSE examinations</p> <ul style="list-style-type: none"> - At least 60% of the year 11 students will be passing GCSE Maths at grade 5 or above <p>Student attitude to learning</p> <ul style="list-style-type: none"> - There will be a reduced gap between disadvantaged and non-disadvantaged in the ATL data for all lessons at ATL 2/1. - Teachers will recognise this improvement through improved attitude to learning in lesson and also through work scrutiny. - Student surveys will report great attitudes to learning across the curriculum, especially in numeracy-based subjects |
| <p>Students have access to learning resources needed to achieve targets in all subjects.</p> <p>Powell (2021) states pupils from a disadvantaged background are more likely to lack access to connectivity and platforms required to engage with teachers and school support staff, both to learn and to encourage good wellbeing, at a time when this help is needed more than ever before</p> | <p>Disadvantaged students who struggle to obtain/purchase resources such as books, set texts, online learning resources and GCSE revision materials (guides and texts) will be provided with these resources for free in order for them to have the same opportunity for success. This includes technology for remote learning and subject-specific resources such as scientific calculators.</p> <p>All students will be provided with a chrome book to ensure access to teaching resources both within and outside the classroom.</p> |
| <p>Targeted intervention/s to address and develop social, emotional and mental well-being needs via a wide programme of mentoring schemes (such as: School Learning Mentor, Academic Mentors, Y-Kids intervention, Elevate Careers, Youth Sports Trust Active training.</p> | <p>Students will show improved social skills assessments (both self-assessment and teacher-led assessment) as a result of the intervention and additional monitoring. There will be zero NEETs.</p> |
| <p>Wellbeing of students addressed to reduce behavioural incidents and fixed-term exclusions.</p> <p>Those eligible have targeted intervention/s to address and develop social, emotional and mental well-being needs, as well as a higher level of mentoring in order to progress into socially skilled and competent adults.</p> <p>Through the ASPIRE curriculum and values-based education and further interventions specifically designed to help improve the social and emotional needs students will be able to self-regulate and have a bank of strategies they can use.</p> | <ul style="list-style-type: none"> - There will be a reduced gap between disadvantaged and non-disadvantaged in the ATL data for all lessons at ATL 2/1. - Teachers will recognise this improvement through improved attitude to learning in lesson and also through work scrutiny. - Qualitative and quantitative data from student surveys will report improved attitudes to learning across the curriculum |

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| | <ul style="list-style-type: none"> - Students will have a bank of strategies to self regulate and therefore the number of removals will be reduced - The number of ATL 3's and 4's on the attitude to learning system will be reduced - Qualitative and quantitative data from parent, student and staff surveys will show sustained high levels of well being - There will be a significant increase in participation in enrichment activities (lunch time clubs, enrichment during the timetable, after school clubs and cadets), particularly amongst the disadvantaged pupils - High levels of pastoral care implemented via Heads of School, AIM staff and non-teaching pastoral team |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> - Overall school attendance being 95% - The attendance gap between non disadvantaged and disadvantaged being reduced to 2% - The percentage of all pupils who are persistently absent being below 15% |
| <p>All pupils have access to enrichment opportunities</p> <p>All pupils have access to computer and technology facilities</p> | <p>There will be a menu of enrichment opportunities for students to opt into</p> <p>100% of students (including those who are disadvantaged) will participate in enrichment</p> <p>100% of students (including those who are disadvantaged) will have a chromebook/laptop which they can use within/outside school</p> <p>There will be increased participation for students and they will be able to access online resources and google classroom at home . This will lead to :</p> <ul style="list-style-type: none"> - Increased attainment in lessons as students can access materials outside lessons and revise - Increase attitude to learning - Teacher observation of work showing improved work and redrafted - Students feel included as all students have the same materials and resources regardless of background. |

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: £ 120,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Lesson plans and seating maps require teachers to highlight and list all PP students. Staff also create class intervention plans outlining strategies to support PP students who are off target each Learning Cycle</p> <p>Seating plans will be checked centrally to ensure that all staff have used the seating plans effectively</p> <p>Bromcom highlighting of PP groups</p> <p>Staff training on questioning, cognitive strategies, closing gaps and removing barriers. Training on adaptive teaching and specific strategies that can support the needs of all students.</p> | <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>CPD to be delivered to staff about PP and closing gaps with a high focus on academic rigour and no 'glass-ceiling' teaching. Evidence suggests that for CPD to be most effective, QA and follow-up feedback is essential. Weekly CPD on memory, schema and explanations to strengthen learning and help students remember more.</p> | 3,4 |
| <p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. Packages purchased: NGRT reading tests, Renaissance Maths baseline, CATS testing . Sparx Maths</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil Data can also be analysed to see any common strengths and gaps between disadvantaged and non-disadvantaged students</p> <p>If the precise gaps are known then targeted intervention can take place alongside targeted CPD</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 2, 7 |
| <p>Developing metacognitive and self-regulation skills in all students.</p> <p>Ongoing CPD for staff and also specific lessons focussed on values and routines (operation reset which takes place after each term holiday to realign students with the professional values and routines in school).</p> <p>Working with teachers where particular students are facing</p> | <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on Maths attainment :</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | 3,4 |

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| <p>difficulties in their lessons to self-regulate.</p> <p>Using ASPIRE lessons (leadership and character lessons) and Dock(form time) to teach these specific strategies.</p> | | |
| <p>Literacy and numeracy training for all staff</p> | <p>Research shows that key skills in the foundation years of KS3 are vital in order to succeed in all subjects (EEF & 'The Wasted Years-DfE')</p> | <p>1,2</p> |
| <p>AIM reviews and actions for all year groups throughout the academic year.</p> | <p>Research shows that it is essential to know groupings of children in order to consider their barriers and target support. AIM (Additional Intervention Meetings) meetings share good practice within teachers and departments and help to develop pedagogy and intervention measures for PP students.</p> | <p>1,2,7</p> |
| <p>Whole Class Feedback and Assessment CPD</p> | <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task,subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,7</p> |
| <p>Enhancement of our Maths teaching and curriculum planning in line with the DfE KS3 and EEF and NCETM guidance. We will fund teacher release time to embed key elements of the guidance in school and to access the Maths hub (NCETM) resources and professional development opportunities. We will also fund teacher release time to work with other specialists within the Trust and externally to collaborative in enhancing the ambitious Maths curriculum currently in place.</p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Willingham, Daniel T. "Is it true that some people just can't do math?" <i>American Educator</i> 33.4 (2009): 14-19.</p> <p>This paper offers evidence from cognitive science of cognitive overload. It suggests that that learning facts so they can be recalled automatically frees up working memory. Procedural fluency and conceptual understanding should be taught in tandem.</p> <p>Dahlin, Bo, and David Watkins. "The role of repetition in the processes of memorising and understanding: A comparison of the views of German and Chinese secondary school students in Hong Kong." <i>British Journal of Educational Psychology</i> 70.1 (2000): 65-84 (full text requires payment).</p> <p>This research gathers and compares the experience of learning through repetition and memorisation, of</p> | <p>1,7</p> |

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| | German and Chinese students studying in Hong Kong. Results suggest that the Chinese students place more emphasis on the role that repetition plays in understanding than their German peers. | |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Ruth Miskin intervention, Reciprocal Reading in dock time, Reading Recovery intervention, Reading Development Programme will be funded.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>We have literacy champions in each department to help improve the whole school literacy strategies within the classroom and ensure they are embedded.</p> <p>We will fund teacher release time for Voice 21 and Sefton Oracy projects in addition to Phonics training (Ruth Miskin)</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. A guided reading whole school initiative to be launched to improve reading skills. (EEF Toolkit +6months)</p> | 2,7 |
| <p>We will fund teacher release time for teachers in the Open bucket at KS4 to explore best practice in other schools to raise attainment. We will look at the specific strategies employed in other subject areas for best practice and ensure that those teachers work with staff in the open bucket to develop further.</p> | <p>Specific strategies that will be explored further and seen as effective especially in Geography was explicit instruction. EEF research suggests explicit instruction (EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk) will be highly effective in supporting the most vulnerable and disadvantaged students succeed. The research also suggests that high quality first teaching looking at using writing frames and eventually reducing the need for these when students are working independently can also support improve essay writing (in English, History, Business, and BTEC subjects).</p> <p>The most successful schools in research had clear targeted intervention within class and in small groups.</p> | 6, 7 |

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

Budgeted cost: £ [150,000]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Literacy and numeracy Intervention (Reading Recovery 1-1 tutors, digital library, phonic awareness training, Reading Development Programme, Ruth Miskin, Times Tables Rockstars and Hegarty Maths, SPARX Maths, renaissance learning Maths)</p> | <p>Some disadvantaged students need targeted literacy support in order to close and address the attainment gap. Even more so, after the recent events of 2020. Most recent analysis in DFE lost-learning report shows the decline and impact of reading and maths is stark</p> <p>Reading recovery is an internationally renowned programme.</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2</p> |
| <p>Supply recommended resources from all subject areas to those pupils who are struggling to finance them, including Tech resources.</p> | <p>Recent evidence has shown the impact of the 'Digital Divide' especially in relation to students from deprived backgrounds. Removing barriers, such as access to key learning materials is imperative to ensuring pupil progress. This is also evident in our previous school data and review of funding allocations.</p> | <p>6</p> |
| <p>Use 1-1 tuition and afterschool structure to help students access learning outside school hours. Pupil Premium funding used alongside NTP</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. This will help in the all subjects across the school including the open bucket</p> | <p>EEF and Sutton Trust research shows tuition is most effective form of interventions</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact.'</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF (One to one tuition EEF (educationendowmentfoundation.org.uk</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2,7</p> |
| <p>Use booster classes to help support the exam preparation for students nearing their exams. PP funding alongside NTP Diagnostic assessment used to get the students precise gaps in knowledge and skills.</p> | <p>EEF and Sutton Trust research shows tuition is most effective form of interventions</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact.'</p> | <p>1,2,7</p> |
| <p>Use Maths weekend away and a Maths and English weekend for KS4 students to help build</p> | <p>EEF and Sutton Trust research shows tuition is most effective form of interventions</p> | <p>1,7, 2, 5</p> |

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| <p>character and leadership skills, improve their revision skills but also improve attainment at 4+ ,5+, 7+ and reduce the gap between disadvantaged and non-disadvantaged.</p> | <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact.'</p> <p>Resilience, Adolescents and Outdoor Education: Is Resilience Context Specific? VU Research Repository Victoria University Melbourne Australia</p> <p>This research supports the notion that outdoor education programs are an <i>effective method to develop resilience attributes and coping skills</i> in young people, however, for the transfer of learning to occur in other contexts, it is recommended that practitioners re-assess their intervention's program design and implement more strategies to improve the transfer of learning.</p> | |
| <p>Mentoring for the most able disadvantages students by senior leaders or experienced staff within the school.</p> <p>Whole school lecture series to raise the ambition for all students, but in particular, the most able disadvantaged students.</p> <p>Staff professional development focussed specifically on the most able disadvantaged</p> | <p>Research by the University of Warwick (2018) states professional development must be fully embedded whole school to see it close the gap.</p> <ul style="list-style-type: none"> · Whole-school professional development: professional development activities for staff focused on most able disadvantaged pupils · Classroom: the most able disadvantaged pupils were specifically included in lesson planning <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p> | <p>1, 2, 5, 7</p> |

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

Budgeted cost: £ [149,496]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Established phase system which specifically targets PP students when they are absent.</p> <p>Tutors target PP students first when they are absent.</p> <p>First day visits to home using attendance team and support staff when attendance drops below school target of 95%.</p> <p>Weekly tracker identifies disadvantaged groups and rewards good</p> | <p>Research (NFER 2019) shows that attendance has a clear correlation between success at KS4 of progress of all students but even more so for disadvantaged students Form tutors focusing on PP ensure that notes are collected for absence and reasons followed up, this increased accountability with home and also reduced UA.</p> <p>Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p> <p>Rapid evidence assessment on attendance interventions for school aged pupils</p> | <p>6,3, 4</p> |

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| attendance using recognition system to generate motivation. | https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1632734921 | |
| Increase the capacity and training of the staffing available to tackle the attendance issue. Attendance team, non-teaching Heads of Year, AIM team. | <p>Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p> <p>Rapid evidence assessment on attendance interventions for school aged pupils</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1632734921</p> | 6,3,4 |
| <p>Further embed Return to School interviews.</p> <p>Daily late detention system: students arriving late to school will be required to attend a catch up session that evening for 30 minutes.</p> | <p>Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p> <p>Rapid evidence assessment on attendance interventions for school aged pupils</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1632734921</p> | 6,3,4 |
| <p>Further embed the Thursday Catch Up System during Enrichment to ensure work is caught up after absence.</p> <p>Close the gap in numeracy and literacy will help improve attendance and students will be able to access the curriculum more productively.</p> | <p>Research suggests that when students can access the curriculum (in particular , Maths and literacy) then attendance will improve and therefore we will look at those strategies. The catch up system will help close the gap of any curriculum lessons missed and thus ensure students are falling further behind and attendance deteriorating.</p> <p>Research into school attendance (education.qld.gov.au)</p> | 6,3,4,7 |
| Recognise outstanding attendance through formal recognition and rewards at Recognition Assemblies. | <p>Research suggests there is a positive improvement to attendance with rewards, however fines and other sanctions do not lead to improved attendance in the long term.</p> <p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 6,3,4 |
| Provide meals for all students at breakfast and break time (including those who are disadvantaged). | <p>There is some research that suggests that meals provided such as breakfast can lead to small improvement in attendance</p> <p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 6,3,4 |

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| <p>Improve parental engagement to further improve attendance. Parent interviews and staged processes for attendance.</p> <p>Non-teaching HOYs meeting with parents and building relationships with them.</p> | <p>Research suggests with further parental engagement , attendance will improve. Parents will need to see the value of education and the importance of attendance to schools. Parental Engagement - Evidence from Research and Practice.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Fines and other negative sanctions do not lead to improved attendance according to research Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 6, 4,3 |
| <p>Judo and Ju-Jitsu coach to help improve the mental and physical wellbeing of students, in particular those who are disadvantaged.</p> <p>Explore further options for enriching the out of hours and enrichment curriculums for students.</p> | <p>Evidence shows that children and young people who are more active have more confidence, higher self-esteem, less anxiety and stress and better social skills – attributes that can help them deal with the challenges they face in daily life. Positive attitudes towards physical activity have also been associated with children being happier.</p> <p>https://www.gov.uk/government/news/physical-activity-helps-children-to-deal-with-life-s-challenges</p> | 5, 3 ,7,4 |

Total budgeted cost: £ 419,496

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the overall Progress 8 score for the school was -0.4, an improvement of .7 on the figures of 2019. In English, Maths and EBacc, the progress of students was in line with national average.

For our disadvantaged pupils was -0.6 compared to -0.28 for all pupils. For Attainment 8, the score for disadvantaged pupils was 32.79 compared to 37.55 for all pupils.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data from 2022 suggests we have made significant progress as a school since the last published data in 2019. Overall the school's P8 has improved by .7 on the last published figures in 2017.

For example, high prior ability disadvantaged girls had closed the gap in terms of passes in English and Maths at Level 5 and above and outperformed non-PP girls.

Our evidence suggests that the measures we put in place during the pandemic in terms of online learning and the provision chrome books and online access for every student, in addition to a high quality Zoom timetable made a significant impact on the outcomes for many students, both disadvantaged and non-disadvantaged students. (We were part of the DfE Ed Tech scheme providing guidance for online learning as part of the Great Schools Trust EdTech provision).

P8 for English, Mathematics and EBacc was in line with national figures. EBacc entry for the school was 68%, which is similar to the previous.

Absence among disadvantaged pupils was 2.5% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Overall attendance rates were improving with 88.7% following the challenges of the pandemic.

Our assessments demonstrated that pupil behaviour improved last year and was recognised as a strength of the school. There were no permanent exclusions. However, we recognise the challenges of behaviour and have reviewed our plan to incorporate changes. Wellbeing and mental health continue to be a key focus among disadvantaged students.

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 |
|-----------|----------|
| | |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

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.

Appendices

Overall

| | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
|---|---------|---------|---------|---------|---------|
| Pupils registered for free school meals | n/a | n/a | 359 | - | - |
| Looked After Children (LAC) | n/a | n/a | 14 | - | - |
| Children of service personnel | n/a | n/a | 0 | - | - |
| Total Number of Pupils | n/a | n/a | 561 | - | - |
| Total Allocation | n/a | n/a | 419,496 | - | - |

