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	All Saints' Catholic Voluntary Academy
Number of pupils in school	Y7-13: 1118
Proportion (%) of pupil premium eligible pupils	Y7-11: 21% Y7-13: 19%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023
Date this statement was published	14.11.2022
Date on which it will be reviewed	Each term: January 2023 April 2023 September 2023
Statement authorised by	CCO (Head Teacher)
Pupil premium lead	Helen Flint (Assistant Head Teacher)
Governor / Trustee lead	Peter Tatton (LGB) and Chris Dwan (LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 193 080

Recovery premium funding allocation this academic year	£ NA – 2021-2022 academic year only
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 30 946
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	£224 026

Part A: Pupil premium strategy plan

Statement of intent

Objectives

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. For each pupil who is eligible for free school meals, their school receives £1,320 (if a primary school) or £935 (if a secondary school).

Our intent at All Saints' is to enrich the lives of all our students, irrelevant of student background or prior attainment. We aim to raise the achievement of all our learners, as well as ensuring that we close the gap between our student groups. At All Saints, we must ensure that most of the needs of our Pupil premium students are increasingly met through high quality universal provision. Our model to achieve success with these students is to follow 3 Key Principles, as explained by the Education Endowment Foundation (EEF) - Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk).

They suggest a tiered approach to pupil premium spending, which is how are funding is allocated.

- Teaching
- Targeted academic support
- Wider strategies

Our current pupil premium strategy plan works towards achieving the above objectives, but overcoming the challenges identified. Each challenge has been specifically considered through use of research documents which encapsulate the national picture and school quality assurance process such as data analysis, student voice, work scrutiny, learning walks and liaison with parents. The results from research and data, have guided each intended outcome.

2021-2022 results: A gap in achievement is evident between the PP and Non-PP students.

Data	PP	Non-PP	Gap	Schools PP v National	In school gap v national
P8	0.02	0.55	-0.5	-0.1	0.0
A8	4.42	5.48	-1.1	-0.6	0.3

% Grade 5+ in En & Ma	39.5	53.7	-14.3	-10.5	10.7
% Grade 4+ in En & Ma	55.3	82.3	-27	-16.7	0.00
% EBacc - Grade 5+	26.3	37.4	-11.1	5.3	2.9
% EBacc - Grade 4+	31.6	53.1	-21.5	2.6	-5.5

Key Principles

The EEF (Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)**)** suggest a tiered approach to pupil premium spending, which is how are funding is allocated.

- Teaching
- Targeted academic support
- Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	In some areas Pupils identified as 'Pupil Premium' do not make the same progress as those identified as 'Non-Pupil Premium'.
2	Some students find it difficult to develop and apply knowledge within normal classroom settings.
3	Some students have a lack of equipment and resources to engage in learning, including technology such as laptops and Scientific calculators. Cost of lisiving may have an affect on families this academic year.
4	Some students' have low aspirations and do not access in school opportunties to develop their cultural capital.
5	Attendance rates for pupils identified as 'Pupil Premium' are lower than those identified as 'Non-Pupil Premium'.
6	Poor parental engagement from some parents of pupils identified as 'Pupil Premium', plus increased pressure on families due to the increase in living costs experience nationally.

7	Some students have behavioural, emotional, social and mental difficulties.

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
Teaching: Through high quality direct instruction and an 'ambitious knowledge curriculum', All Saints' PP gap is reduced.	Year 11 GCSE results in 2022 demonstrate no more than a gap between PP and non-pp students of: - 10% for Grade 5 in English, Maths and EBACC in relation to FFT20 Targets - 15% for Grade 4 in English, Maths and EBACC in relation to FFT20 Targets - Reduce the gap between PP and non-pp for P8 score 8 to -0.2
Teaching: Embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like. Good habits shaped and bad ones challenged.	- Increase the attendance of all PP students to fall in line with the whole school target of 97% - Reduction in behaviour points by 10% - Increase in conduct points by 10% - Increased number of PP students accessing rewards by 10%
Teaching: To develop fluent literacy and numeracy skills to ensure key stage 3 students are examination ready and enable them to access the KS4 and KS5 curriculum.	- Y7-11 PP students achieve in line with non-PP students in assessments during whole school assessment points
Targeted intervention: Provide one to one tutoring for students to develop their independent study skills, enabling them to access the knowledge curriculum at KS3-5. Students supported using the PiXL Horsforth Quadrant model.	- Y7-11 PP students achieve in line with non-PP students in assessments during whole school assessment points
Targeted intervention: To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to include: - One to one tutoring - Peer tutoring - Small group tuition	- Student voice demonstrates a positive response to all aspects of school life (rewards, behaviour, T&L, MH and Wellbeing)
Wider strategies: To address individual barriers where financial, parental or any other individual barriers exist.	- PP students are all able to access every Cultural Capital opportunity - All Students have the correct level of equipment to support their learning, wear the correct uniform and can use school or public transportation - All parent/carers' are regularly communicated with to support their child's learning - Increase the attendance of all PP students to fall in line with the whole school target of 97%
Wider strategies: To increase the number of PP students developing their personal development, to raise their aspirations thus	- NEET figures for PP students are in line with non-PP students - Reduction in behaviour points by 10%

enhancing their appreciation and understanding of cultural capital activities. Teach students powerful and culturally rich knowledge that they might not otherwise access.	- Engagement with extra-curricular activities is the same from PP and non-PP students - PP students access rewards trips

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: £ **45 913**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD to support 'High quality' teaching, training teachers to feel confident in the 'five-a-day' approach: 1. Explicit instruction 2. Cognitive and metacognitive strategies 3. Scaffolding 4. Flexible grouping 5. Using technology	Moving forwards making a difference: A planning guide for schools 2022-23, by the EEF. Securing effective professional development, following the 4 key groups to make a balanced approach to CPD: - Building knowledge - Motivating teachers - Developing teacher techniques - Embedding practice	1
Whole staff training to improve literacy and mathematics outcomes. To include use of glossaries and reciprocal reading.	Moving forwards making a difference: A planning guide for schools 2022-23, by the EEF, page 12. These essential skills can unlock access to the entire curriculum.	1 and 2
Staff training to embed high expectations with regards to Behaviour and Culture – teaching students explicitly what good behaviour looks like.	Research shows that behaviour is a stronger predictor of student success. Teachers' impact on motivation, behaviour and self-restraint was ten times more likely to impact on long-term success than test scores. (North Carolina Education research Data Centre).	1, 4 and 7
Use of PiXL resources to support learning within the classroom. (resources can also be used to support with targeted intervention and wider strategies)	Moving forwards making a difference: A planning guide for schools 2022-23, by the EEF, page 10. Diagnostic testing available through PiXL: When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.	1 and 2

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

Budgeted cost: £ **124 875**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor planning and delivering one to one tutoring, covering independent learning skills, to be able to embed and apply knowledge in the curriculum.	The EEF report that: There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. EEF toolkit has shown that one to one tutoring of short, regular sessions over a set period of time appear to result in optimum impact.	1 - 4
One to one tutoring, peer tutoring and small group tuition through: 1. Peer mentoring programme – paired reading and peer tutor support for pastoral areas – once per week. 2. JPC intervention groups – to cover individual wellbeing needs and transitioning back into lessons 3. Attendance mentoring – with teaching staff not attached to a tutor group and the attendance office.	The EEF refer to the TARGET model, summarising typical active ingredients of successful targeted academic support. Timing:15-60 minutes, 2-5/week Assessment: used to track impact Resourcing: have clear objectives Give it time: 8-20 weeks sustained period Expert delivery: qualified member of staff to deliver Teacher links: communicate interventions and outcomes with relevant staff.	4 - 7.
Learning support assistant and higher-level teaching assistant in lessons to support students highlighted by curriculum leaders.	High quality teaching requires explicit instruction, the LSA and HLTA would ensure that instructions are fully understood by specific students.	1, 2 and 3.

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

Budgeted cost: £ **40 567**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Accelerated reader used with year 7-8 students to develop literacy.	Research shows that: Students who behind in their reading make far less progress than students with similar general ability do. (Taken from Action research presentation by Mike Griffin, from The Beckett, secondary school within the OLOL Trust, March 2020) EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress.	1 and 2
School counsellor used to support the most vulnerable students, through weekly sessions.	The EEF tiered approach suggests that Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Counsellor report from 2021-2022 shows: 57% of students seen for counselling were PP students. 52% of all students seen (PP and non-PP) had experienced ACEs (Adverse Childhood Experiences (ACEs), such as parent abandonment).	4 and 7
Funding made available to support parents with the cost involved for school trips, resources and uniform.	The EEF tiered approach suggests that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.	3, 4, 6 and 7

Total budgeted cost: £ 211 355

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.

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?

Pupil Premium Spending plan 2021-2022

Termly review

Intended outcome:

1. **Teaching:** Through high quality direct instruction and an 'ambitious knowledge curriculum', All Saints' PP gap is reduced.

The data used to inform the impact of this outcome is the data collection for each year group calendared throughout the school year. Pupil premium funds staff that deliver high quality direct instruction to pupil premium students. The key performance measure to consider is highlighted in yellow: School PPG vs National Other (P8)

Termly review – Autumn term 2021 - Year 11

	2021-2022	2020-2021	2019-2020	2018-19
P8 in school gap	-0.3	-0.5	-0.3	-0.4
P8 target	-0.3	-0.4	-0.1	0.4
In school gap v national gap (P8)	0.3	0	0.3	-0.2
In school gap v national gap (P8) TARGET	0.1	0.1	0.5	0.1
School PPG vs National Other (P8)	- 0.3	-0.1	0.2	-0.6
School PPG vs National Other (P8) TARGET	0.1	0.3	0.8	0.3

Termly review – Spring term 2022 - Year 11

	2021-2022	**2020-2021**	**2019-2020**
P8 in school gap	-0.5	-0.5	-0.3
P8 target	-0.5	-0.4	-0.1
In school gap v national gap (P8)	0.1	0	0.3
In school gap v national gap (P8) TARGET	0.1	0.1	0.5
School PPG vs National Other (P8)	- 0.3	-0.1	0.2
School PPG vs National Other (P8) TARGET	0.1	0.3	0.8

Final review – September 2022 - Year 11

2021-2022 overall school results

Data	PP	Non-PP	Gap	Schools PP v National	In school gap v national
P8	0.02 2020-2021: 0 2019-2020: 0.2	0.55 2020-2021: 0.6 2019-2020: 0.5	-0.5 2020-2021: -0.5 2019-2020: -0.3	-0.1 2020-2021: -0.1 2019-2020: 0.1	0.0 2020-2021: 0 2019-2020: 0.3
A8	4.42 2020-2021: 4.4 2019-2020: 4.4	5.48 2020-2021: 5.4 2019-2020: 5.6	-1.1 2020-2021: -1 2019-2020: -1.2	-0.6 2020-2021: -0.6 2019-2020: -0.6	0.3 2020-2021: 0.4 2019-2020:0.2

% Grade 5+ in English & Maths	39.5 2020-2021: 28.9 2019-2020: 33.3	53.7 2020-2021: 49.3 2019-2020: 57.2	-14.3 2020-2021: -20.4 2019-2020: -23.9	-10.5 2020-2021: -21.1 2019-2020: -16.7	10.7 2020-2021: 4.6 2019-2020: 1.1
% Grade 4+ in English & Maths	55.3 2020-2021: 50 2019-2020: 57.6	82.3 2020-2021: 72.3 2019-2020: 81.2	-27 2020-2021: -22.3 2019-2020: -23.6	-16.7 2020-2021: -22 2019-2020: -14.4	0.00 2020-2021: 4.7 2019-2020: 3.4
% EBacc - Grade 5+	26.3 2020-2021: 18.4 2019-2020: 18.2	37.4 2020-2021: 33.8 2019-2020: 44.2	-11.1 2020-2021: -15.4 2019-2020: -26	5.3 2020-2021: -2.6 2019-2020: -2.8	2.9 2020-2021: -1.4 2019-2020: -12.0
% EBacc - Grade 4+	31.6 2020-2021: 31.6 2019-2020: 45.5	53.1 2020-2021: 59.5 2019-2020: 63	-21.5 2020-2021: -27.9 2019-2020: -17.6	2.6 2020-2021: 2.6 2019-2020: 16.5	-5.5 2020-2021: -11.9 2019-2020: -1.6

Summary: The school gap between PP and Non-PP remains. The key performance indicator, school PPG v s National other is still an area to develop.

The gap for Grade 5+ English & Maths and EBACC subjects has closed in comparison to 2019-2020, whereas the gap has widened for Grade 4+ English & Maths and EBACC subjects. In addition, School PP v national is positive for Grade 4+ and 5+ EBACC.

2. **Teaching:** Embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like. Good habits shaped and bad ones challenged.

- The data used to inform the impact of this outcome are the exclusion figures and behaviour points awarded to PP and Non-PP students. Pupil premium funds staff that have responsibility to support behaviour and attitudes of students, including pupil premium students.

Termly review – Autumn term 2021

Behaviour points for Pupil premium students are compared to the behaviour points for non-pupil premium students.

Behaviour points (no: pp / no: non-pp)	PP	Non PP	Totals
Year 7 (57/143)	554 av. 9.7 per student	481 av. 3.36 per student	1035
Year 8 (43/147)	492 av. 11.44 per students	778 av. 5.29 per students	1270
Year 9 (42/145)	520 av. 12.4 per students	894 av. 6.16 per students	1414
Year 10 (35/154)	537 av. 15.34 per students	1044 av. 6.77 per students	1581
Year 11 (43/142)	649 av. 15.09 per students	1275 av. 8.97 per students	1924
Total	**2752, 12.5 average**	**4472, 6.11 average**	**7224**

Exclusion figures:

	2019/20	2020/21	2021/22
Girl	8	3	8
Boy	18	3	16
SEND	2	1	7
PPG	20	4	13
Total	26	21	24

Rewards points for Pupil premium students are compared to the behaviour points for non-pupil premium students.

	PP achievement points	Non-PP achievement points
Year 7 (57/143)	5804 (101.8 average)	15369 (107.5 average)
Year 8 (43/147)	4200 (97.7 average)	16812 (114.4 average)
Year 9 (42/145)	3118 (74.2 average)	12621 (87 average)
Year 10 (35/154)	2385 (68.1 average)	11323 (73.5 average)
Year 11 (43/142)	1927 (44.8 average)	7838 (55.2 average)
Total 220 / 731	17,434 (79.24 per student)	63,963 (87.5 per student)

Attendance figures

Year Group	2021-2022 (Autumn term)		2020-2021			2018-19		2021-2022 comparison to 2020-2021
	Student numbers on-roll	PP Students	Student numbers on-roll	PP Students	PP Attendance %	PP Students	PP Attendance %	
Year 7	143	57	192	45	91.34	40	76.45	
Year 8	147	43	185	43	95.14	52	85.29	
Year 9	145	42	190	37	90.79	35	81.08	
Year 10	154	35	184	48	90.51	33	81.95	
Year 11	142	43	187	38	91.3	40	76.03	
Total	731	220	938	211	90.55	200	93.69	

Overall attendance data for HT1/2 2020-2021 v HT1/2 2021-2022 academic year:

	2020-2021	2021/2022
PP overall (209 students)	92.57%	90.53%
Non-PP overall (731 students)	96,42%	95.19%
PP Persistent Absentee (PA: 90% or below)	22%	30.67%
Non-PP PA	8.3%	15.8%

2021-2022 notes: Pupil Premium student absence percentages increased this year for authorised absences and slightly for unauthorised absences. There are an additional 9 students this year in the cohort and 35 students (15.5% of the cohort) had absence due to having Covid-19.

Termly review – Spring term 2021

Behaviour points for Pupil premium students are compared to the behaviour points for non-pupil premium students.

Behaviour points (no: pp / no: non-pp)	PP	Non-PP	Totals
Year 7 (57/143)	999 17.5 per student	848 5.9 per student	1847
Year 8 (43/147)	819 19 per student	1367 9.3 per student	2186
Year 9 (42/145)	939 22.4 per student	1636 11.3 per student	2575
Year 10 (35/154)	1095 31.2 per student	2318 15.1 per student	3413
Year 11 (43/142)	1248 29 per student	2123 15 per student	3371
Total	5100 / 220 = 23.1 per student	8292 / 731 = 11.34 per student	13392

Exclusion figures:

	2019/20	2020/21	2021/22
Girl	8		
Boy	18		
SEND	2		
PPG	20		
Overall	26		

Rewards points for Pupil premium students are compared to the behaviour points for non-pupil premium students.

	PP achievement points	Non-PP achievement points	Total
Year 7 (57/143)	7772 136 per student	21355 149 per student	29127
Year 8 (43/147)	6259 146 per student	24411 166 per student	30670
Year 9 (42/145)	4273 101 per student	17696 122 per student	21969
Year 10 (35/154)	3197 91.3 per student	16587 107.7 per student	19784
Year 11 (43/142)	2589 45.4 per student	10872 76.6 per student	13461
Total 220 / 731	24090 109.5 per student	90921 124 per student	115011

Attendance figures

Year Group	2021-2022 (23 Aug 21 - 18 Mar 22)			2020-2021			2018-19		PP - 2021-2022 comparison to 2020-2021	PP - 2021-2022 comparison to 2018-19
	Student numbers on-roll	Non-PP Attendance %	PP Attendance %	Student numbers on-roll	PP Students	PP Attendance %	PP Students	PP Attendance %		
Year 7	143	93.8	89.9	192	45	91.34	40	76.45	-1.44	+13.45
Year 8	147	92.5	86.6	185	43	95.14	52	85.29	-8.54	+1.31
Year 9	145	92.3	89.7	190	37	90.79	35	81.08	-1.09	+8.62
Year 10	154	90.7	88	184	48	90.51	33	81.95	-2.51	+6.05
Year 11	142	91.4	81.2	187	38	91.3	40	76.03	-10.1	+5.17
Total	731	92.1	87.2	938	211	90.55	200	93.69	-3.35	+6.82

Final review September 2022

Behaviour points for Pupil premium students are compared to the behaviour points for non-pupil premium students.

Behaviour points (no: pp / no: non-pp)	PP	Non PP	Totals
Year 7 (57/143)	805/57 – AVERAGE IS 14.1	1240/143 – AVERAGE IS 8.7	2045
Year 8 (43/147)	689/43 – AVERAGE IS 16	1610/147 – AVERAG IS 11	2299
Year 9 (42/145)	911/42 – AVERAGE IS 21.7	1815/145 – AVERAGE IS 12.5	2726
Year 10 (35/154)	1044/43 – AVERAGE IS 24.2	2633/154 – AVERAGE IS 17	3677
Year 11 (43/142)	NA	NA	NA
Total	3449/185 = 18.6 AVERAGE	7298/589 = 12.4 AVERAGE	

Exclusion figures:

	2019/20	2020/21	2021/22
Girl	8	6	8
Boy	18	15	16
SEND	2	3	2
PPG	20	14	4
Overall	26	21	24

Rewards points for Pupil premium students are compared to the behaviour points for non-pupil premium students.

	PP achievement points	Non-PP achievement points	Total
Year 7 (57/143)	9628/57 – AVERAG 169	28285/143 – AVERAGE 198	37913/200 – AVERAG 190
Year 8 (43/147)	6040/43 – AVERAGE 140	25472/147 – AVERAGE 173	31512/190 – AVERAGE 166
Year 9 (42/145)	4251/42 – AVERAGE 101	18525/145 – AVERAGE 128	22776/187 – AVERAGE 122
Year 10 (35/154)	2988/35 – AVERAGE 85	17744/154 – AVERAGE 115	20732/189 – AVERAGE 110
Year 11 (43/142)	NA	NA	NA
Total 220 / 731	22907	90026	112933

Summary: A significant decrease of PP students being excluded, compared to 2019-2020, this correlates to when we employed Think For The Future (TFTF) mentoring as a possible reason why. The average behaviour points for PP students are still higher than for non-pp students. However, the gaps between PP and Non-PP for achieving reward points is narrowing. **Pre-exclusion room usage:** PPG: 92 out of 175 (53%) – an increase from last year (40%)

Attendance figures

Year Group	2021-2022			2020-2021			2018-19		2021-2022 comparison to 2020-2021 and 2018-19
	Student numbers on-roll	PP Students	PP Attendance %	Student numbers on-roll	PP Students	PP Attendance %	PP Students	PP Attendance %	
Year 7	143	57	92.4%	192	45	91.34	40	76.45	Increase compared to 2018-19 / decrease compared to 2020-2021
Year 8	147	43	89.8%	185	43	95.14	52	85.29	Increase compared to 2018-19 / decrease compared to 2020-2021
Year 9	145	42	91.7%	190	37	90.79	35	81.08	Increase compared to 2018-19 / decrease compared to 2020-2021
Year 10	154	35	89.3%	184	48	90.51	33	81.95	Decrease compared to 2018-19 and 2020-2021
Year 11	142	43	74.5%	187	38	91.3	40	76.03	Increase compared to 2018-19 / decrease compared to 2020-2021
Total	731	220	87.7%	938	211	90.55	200	93.69	Increase compared to 2018-19 / decrease compared to 2020-2021

2021-2022 notes: Pupil Premium student absence percentages increased this year for authorised absences and slightly for unauthorised absences. There are an additional 9 students this year in the cohort and 35 students (15.5% of the cohort) had absence due to having Covid-19.

Summary: Overall attendance: 2021-2022 attendance 92.2% (2020-2021 attendance 93.70% 2018-19 attendance 94.60). Since lockdowns, we have seen an increase in holidays, medical appointments and Covid was no longer the X code, but marked as illness which affected attendance. Therefore, to maintain attendance above 90% is pleasing but there is work to do to get closer to our attendance target. **PPG students** 2021-22 87.7% (90.55% in 2020-21, 93.69% in 2018/19) – 43.6% PA students. Overall attendance has increased since 2018-19 but decreased compared to 2020-2021.

Attendance for pupil premium students continues to be a focus, many students with PA will roll over to 2022-2023. TFTF mentoring to move away from behaviour to focus on students with broken weeks to boost resilience and motivation for attending school.

3. **Targeted intervention:** To provide suitable provision to support students with behavioural, emotional, social and mental difficulties.

The data used to inform the impact of this outcome are the student voice results. Pupil premium funds staff that have responsibility to support behaviour and attitudes of students, including pupil premium students.

Termly review – Autumn term 2021

School counsellor tier 3 report: Student attendance 7th Sept-5th Jan inclusive – sessions run for at least 1 whole term.

Student	PP	Offered	Attended	Notes
Student A	Yes	14	14	
Student B	Yes	5	6	Regular liaison with Mrs Warriner
Student C	Yes	12	6	Regular liaison with Mrs Warriner
Student D	Yes	12	10	Regular liaison with Mrs Warriner and other staff
Student E	Yes	12	12	Liaison with mother
Student F	Yes	6	3	Closed in discussion with Mr Cuomo
Student F	Yes	7	7	Offered ongoing lunchtime drop-in session since closed as client, and student has engaged weekly
Student G	Yes	7	2	Sent weekly letters due to student absence. Closed due to ongoing non-attendance at school
TOTAL PP		**75**	**60**	

JPC report tier 2 support report – Autumn term: students are seen for half a term (sometimes this continues into an extra half term).

1 to 1 intervention: Y8: 5 x non-PP and 1 x PP; **Y9:** 4 x non-PP and 1 x PP; **Y10:** 7 x non-PP and 2 x PP; **Y11:** 4 x non-PP and 2 x PP; **Group sessions:**

Y7 friendship: 4 x non-PP 5 x PP

	PP (16)	Non-PP (41)
Attendance	50% (8) X 100-97% 25% (4) X above 91% 31% (5) X below 91	39% (16) X 100-97% 24% (10) X above 91% 34% (14) X below 91
Behaviour Points	100% = 0-6	85% (35) = 0-4 15% (5) = 14-35
Achievement points	100% = 2-80	100% = 2-113

<mark>Student voice after each term / cycle – TBC for Autumn and Spring term</mark>

WB link tier 1 support report: students are seen for 1-4 session generally and then sessions ended or students are referred to tier 2.

- Autumn term summary
- 43 students referred: 31 = female and 12 = male
- 6 pupil premium students: **2 students referred to tier 2 referral, 2 students still being seen and 2 pupil premium students ended sessions – student voice:**

What has been most helpful about your work with the wellbeing link? Less stressed and am calmer; New strategies; Can talk more freely; Feeling understood;

Termly review – Spring term 2021

School counsellor tier 3 report:

Pupil Premium

45%

55%

■ Yes
■ No
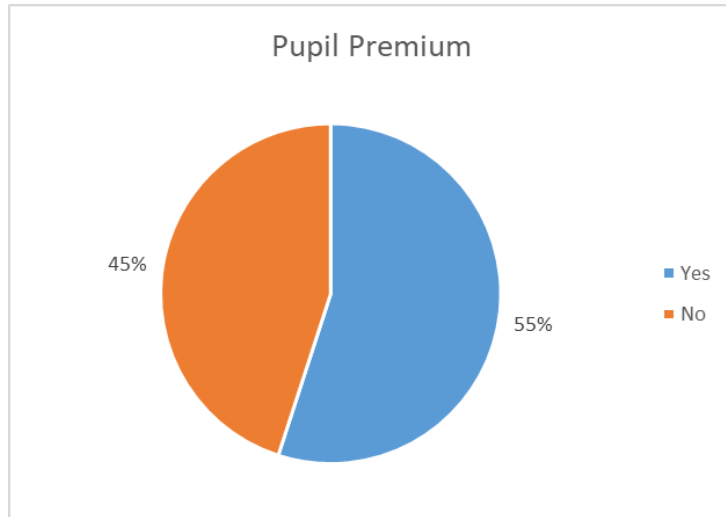
Client code	Gender	Year	Ethnicity	Pupil Premium	Sessions offered
BA/10/09	Male	10	White (Welsh/English/Scottish/Northern Irish/British)	Yes	25
EW/11/09	Undeclared	11	White (Welsh/English/Scottish/Northern Irish/British)	Yes	25
EM/11/09	Female	11	Mixed (White and Black Caribbean)	Yes	7
L-MH/11/09	Female	11	White (Welsh/English/Scottish/Northern Irish/British)	Yes	1
AN/7/09	Undeclared	7	White (Other)	Yes	19

KH/9/11	Female	9	White (Welsh/English/Scottish/Northern Irish/British)	Yes	14
G-ML-W/7/09	Female	7	White (Welsh/English/Scottish/Northern Irish/British)	Yes	11
LS/10/01	Male	10	White (Welsh/English/Scottish/Northern Irish/British)	Yes	7
DW/9/03	Undeclared	9	White (Welsh/English/Scottish/Northern Irish/British)	Yes	4
TOTAL sessions offered to PP students					113
TOTAL sessions offered to all students during Autumn and Spring terms					223

JPC report tier 2 support report – Autumn term: students are seen for half a term (sometimes this continues into an extra half term).

18 PP students v 57 Non-PP students – PP: 5 x Y10, 1 x Y11, 6 x Y7, 2 x Y9, 4 x Y8

Interventions

1 to 1 session: PP v 30 Non-PP

Anxiety support: 1 x PP v 0 x Non-PP

Bereavement support: 1 x PP v 1 x Non-PP

Confidence building: 1 x PP v 3 x Non-PP

Nurture group: 1 x PP v 6 x Non-PP

Following the 1st review, we decided to use student voice as impact data for intervention from the JPC, as conduct points and attendance cannot be direclty correlated to this specific intervention. Student voice after each term / cycle – to do for Spring term

WB link tier 1 support report: students are seen for 1-4 session generally and then sessions ended or students are referred to tier 2.

Spring term summary

- 37 OVERALL, 8 x PP students referred: 3 x = female and 5 x = male
- 8 x pupil premium students: 1 **x students referred to tier 2 referral, 5 x students still being seen and 2 x sessions ended**

Student voice:

What has been most helpful about your work with the wellbeing link?
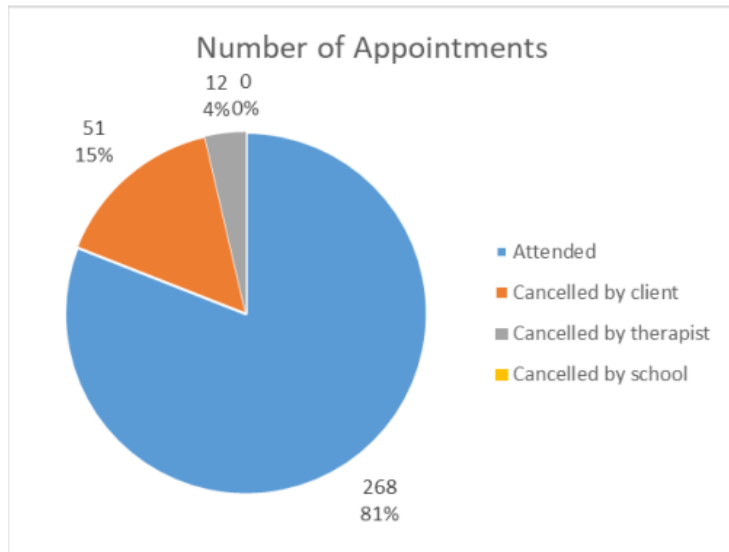
Feeling understood; Can talk more freely;

Can talk more freely; Less stressed and am calmer; New strategies; Managing feelings better;

Feeling understood; Can talk more freely; Better concentration; Understand myself better; Less stressed and am calmer; New strategies; Managing feelings better;

Final review – September 2022

School counsellor - Counselling appointments – overview

Building on the extension of the service during spring and summer terms last academic year, the service provision was across two days per week throughout this year. 5 individual counselling appointments were offered each day, with capacity to see 10 students per week. In total 21 students received counselling, with a small proportion receiving counselling throughout the year and the rest being seen for short or medium-term support. The average number of sessions offered was 15. This indicates the specific remit which the counselling service has in providing a more intensive and in-depth support for targeted to students whose issues are more acute and whose needs are more enduring.

Number of Appointments

- Attended — 268 — 81%
- Cancelled by client — 51 — 15%
- Cancelled by therapist — 12 — 4%
- Cancelled by school — 0 — 0%

Covid saw the introduction of video counselling sessions and this development has remained a part of the service. It has added a flexibility which has enabled students to access counselling when they have been absent school. In two cases, students with mental health problems including high levels of social anxiety who have been on a flexible, remote provision have been able to benefit from counselling. Video sessions have also been provided when students were self-isolating and when the counsellor was still testing positive, having recovered from covid. The 12 sessions cancelled by the counsellor were due to illness.

At the end of their counselling, students were invited to circle statements to describe their view of the impact of the counselling:

Feel understood	9	81%
Can talk more freely	7	64%
Better concentration	2	18%
Understand myself better	6	55%
Less stressed/calmer	5	45%
New points of view	3	27%
New strategies	3	27%
Managing feelings better	8	73%
More motivated	3	27%

Students made the following comments about their experience of counselling:

What brought you to Counselling?

I recently relapsed with self-harm and have been feeling quite negative recently so I thought it would be good if I got some help; I tried to kill myself over reasons; During lockdown mum constantly got worried because I wasn't eating. GP diagnosed eating disorder and depression and anxiety. Now I want help with insomnia; Feelings of sadness and lots of overwhelming, scary thoughts. Also, there was a loss of hope and I just wanted to not be here anymore; The history in my family; Suicide attempt and self-harming.

At the start of counselling students wanted:

I hope that I'll get support in being able to express my emotions well and I'll know when I've improved because I will have a lot more motivation; I want to feel way better; To help myself with the changes; To get more confidence in myself. To take my feelings out better and not target them on other people. To look after myself better; To feel listened to. For my general mood to improve.

Students said they liked these aspects of counselling:

The first person who listened!; It helps me recognise things better; Nice to speak to someone who understands; I can talk more freely; It's better to talk to someone than keeping it all inside me because keeping your feelings inside makes you feel worse sometimes; Everything. More conversation, less interrogation; A calm relaxed space. Someone I can talk to freely; Being able to talk to people;

Students said they found these aspects of counselling difficult:

Difficult to open up about certain things

Students identified these next steps to maintain the progress made in counselling:

Not too sure – probably just think things through more; Art, talking to family and friends; Talk to Mum more; Going to get a yoyo. Keep doing things which are good for me – like playing with my dogs and being outside and keep being a bit more open to my mum; Being able to talk to people more. I am on managing my feelings better, but I am still on a journey

Students were invited to complete a start and end questionnaire, designed by the counsellor to facilitate reflection on needs and outcomes. Domains of functioning are scored from 1-5 (worst to best). 11 students were surveyed at both start and end of counselling. 4 students only completed start forms and 6 students chose not to engage in this feedback process.

AREA	START					END				
1=worst – 5=best	1	2	3	4	5	1	2	3	4	5
Relationships at home	1	3	4	2	1			4	5	2
Relationships with friends		1	3	7			2	1	4	5
Interests and hobbies	2	3	3	1	2	1	2	2	4	2
Motivation at school	1	5	2	3			1	7	2	1
Self-care	3	3	3		2		1	5	3	2
Confidence and self-esteem	5	3	2		1		1	4	6	
Feeling I can cope	2	6	2	1				1	8	2
Feeling supported	2	3	3	2	1			1	7	3
Overall mood	4	1	4	2				4	5	2

Summary: The shift from the start of counselling from 1-2, to 3-5 is evident following counselling. E.g. Confidence and self-esteem, start of counselling 10 students rated feeling 1-3, at the end of counselling 10 students rated feeling 3-4.

JPC support

Number of students seen: 39 pp students out of 141 in total (27%)

Interventions: One to one interventions (18), Anxiety (to include exam anxiety) (4), bereavement (1), confidence/attendance (1), friendship/nurture (11), self-esteem (1), social skills (2) and wellbeing (1).

Student voice:

What was most helpful about your JPC support? Helps you get back into lessons; I had somewhere to speak without it being awkward, being able to speak to someone; learning how to control my emotions; the advice I was given;

What have you liked most about your JPC support? The teachers are really supportive; that I have some problems off my chest now; being helped out and trying not to get upset; letting go of what I have been through; leaving my worries behind; the staff; being listened to

What has been unhelpful or difficult? First meeting; talking as I am not used to doing this; not knowing if the staff understood me; having a panic attack – sitting where people can see me

Any next steps to maintain or continue with progress, or any suggestions to support you or others in the future? Don't get into any hard situations; to keep a positive attitude and not a negative mindset; more activities to calm others down e.g. meditation.

Wellbeing Link

Number of students seen: Total = 82, PP = 24

Student voice:

Reasons for why students were referred: Feeling anxious; need someone to speak to as cannot speak to anyone at home; following a friendship incident; concerns over mental health; organisation affecting school attendance and panic attacks.

What has been most helpful about your work with the wellbeing link? New strategies; Managing feelings better; Less stressed and am calmer; New strategies; Feeling understood; Can talk more freely; Understand myself better; Less stressed and am calmer; New points of view;

Summary: Students overall experience of JPC and WB link support is positive, with students citing the ability to be able to share how they are feeling with staff as a main benefit.

Termly review – Autumn term 2021

KS3 Academic mentoring support (full report available)

Cycle 1 attendance:

Sessions attended	Number of possible sessions	% attendance
2	6	33
4	6	67
4	6	67
6	7	86
6	7	86
5	7	71
5	7	71
5	7	71
6	7	86
5	7	71

Student voice:

- 89% agreed the sessions supported their learning.
- **How motivated are you to do well at school (1-10)?** 56% more motivated at end of cycle, 22% the same and 22% less motivated.
- **Do you know how to revise effectively?** 89% answered yes and 11% said 'sort of'.
- **Do you understand the importance of revision?** All answered yes at the end of the cycle
- **Do you revise for mock exams / important assessments?** All answered yes at the end of the cycle
- **Do you plan your week ahead so that you can balance your time between independent study and your other interests?** 89% answered fairly often / every week at end of cycle.

KS4 Academic mentoring support (full reports available)

Year 9

- 100% of students feel they have a better understanding on how to create an effective revision timetable.
- 75% of students feel they have a better understanding on which revision strategies are ineffective and should be avoided.
- 100% of students feel they have a better understanding on effective revision strategies and how they can apply them to revision.

Year 10

- 100% of students feel they have a better understanding on how to create an effective revision timetable.
- 100% of students feel they have a better understanding on which revision strategies are ineffective and should be avoided.
- 80% of students feel they have a better understanding on effective revision strategies and how they can apply them to revision.

Year 11

- 94.7% feel they have a better understanding on effective revision strategies
- 84.2% feel they have a better understanding of how to create an effective revision timetable
- 100% feel they have a better understanding on which revision techniques are ineffective and should be avoided.
- *Key findings- 94.7% of mentees cited either one or more of the following: greater understanding of specific revision strategies and how they can apply them to revision, greater understanding on how to use a revision timetable or revision strategies that are ineffective and should be avoided.*

0.6 primary school teacher update – interviews happening January 2022 (3 candidates)

Termly review – Spring term 2021 – 8 x Y7 and 8 x Y8 students seen for a 6 week cycle, 1 to 1 sessions.

KS3 Academic mentoring support (full report available)

Year 7

Attended	No of Sessions	%
5	7	71
5	7	71
7	7	100
7	7	100
5	7	71
4	7	57
4	7	57
6	6	100
Average		79

Year 8

Attended	No of Sessions	%
5	7	71
6	7	86
3	6	50
3	7	43
3	6	50
5	6	83
5	7	71
4	6	67
Average		65

Are there any things that you have found enjoyable in your sessions with Mr Cooke?	
Post-Mentoring	
Year 7	**Year 8**
Someone to speak to	Not yet but it is still alright
Yes, I have enjoyed that he has helped me out a lot with helping me do better things and organising myself out.	Helping with my classes
Getting not that many people [Just 1]	Talking about what hobbies I do.
Learnt new stuff	No
He checks my books and helps me	Not really
I have found going through your books enjoyable because if there's a question you don't get we sit there and go through it	Yes how he helped me with my homework and helped me to understand things better also use different techniques to revise
He really helps you	He helps me with my maths
Talking about things that have nothing to do with the mentoring. :)	Talking to him

Summary – students cover organisation, independent study, preparation for assessments and aspirations. Embedding the whole-school approaches.

Students below identify the areas that they have got support with.

Questions asked pre and post mentoring – comparison comments included:

Do you plan your week ahead so that you can balance your time between independent study and your other interests? Majority of students ended sessions answering Not very or fairly often.
Do you revise for assessments and exams? 88% of students answered yes to this at the end of the 6-week programme.
Do you understand how effective independent revision can affect assessment and exam results? 100% of students answered yes to this at the end of the 6-week programme.
When you have an assessment or an exam, do you plan when you are going to revise and stick to it? 50% increase in students answering yes by the end of the 6-wekk programme.
How much time per subject would you typically spend revising for an assessment or exam? 33% of students increased the amount of time spent revising at the end of the 6-week programme.
Do you know how to revise effectively? 0% students answered no to this question.
Which revisions strategies do you use? All students referred to whole-school strategies: LCWSC, brain dump and flash cards.
How motivated are you to do well at school? Average scores were 6.3/6.4 (10 being extremely and 0 being not motivated).
Do you think that having 30 minutes per week working with Mr Cooke will be helpful to you? All students answered 'yes' and 'maybe' to this.
Are there any things that you have not found enjoyable in your sessions with Mr Cooke? All students answered 'no' or 'nothing' for this question.
Do you have any suggestions on how the school can further support your academic progress? Main answer was linked to having help with homework.

Summary of responses:

KS4 Academic mentoring support (full reports available) - 8 x Y9 and 8 x Y10 students seen for a 6-week cycle as a group once per week, 12 x Y11 seen for 1 to 1 sessions.

Year 9

- 100% of students feel they have a better understanding on effective revision strategies and how you can apply them to your revision
- 100% of students feel they have a better understanding on how to create an effective revision timetable.
- 83.3% of students feel they have a better understanding on which revision techniques are ineffective and should be avoided.

What have you found useful about the sessions?

1) How to revise effectively and do it properly
2) Cornell revision technique and LCSWC
3) How to manage your free time with revision over weekends and information on future options etc.
4) It has given me an idea of what i want to do in the future
5) One thing i have found useful is what happens in year 11
6) Increased confidence

What techniques will you implement in preparation for your GCSE's?
1) Cornell notes- by doing the questions and summary at the end of it
2) A range of revision techniques that are more effective
3) Brain dumps and using the revision timetable
4) will create a proper revision timetable so i can keep my revision organised

5) LSCWC and flash cards

6) LCSWC

Year 10

- 100% of students feel they have a better understanding on effective revision strategies and how you can apply them to your revision
- 100% of students feel they have a better understanding on how to create an effective revision timetable.
- 85% of students feel they have a better understanding on which revision techniques are ineffective and should be avoided.

What have you found useful about the sessions?

1) I have found the revision techniques will help in tests and they are easy to understand and learn. I will implement dual coding.
2) I know how to revise for my tests
3) Session about apprenticeships
4) More motivation and more ways to revise
5) The sessions have motivated me to get on top of my revision and realise how important consistent revision is
6) How to revise, which techniques to use and how important revision is.
7) Which revision strategies are the most effective

What techniques will you implement in preparation for your GCSE's?
1) Dual coding
2) Brain dump
3) Flash cards and dual coding
4) Brain dumps and flash cards
5) Create a timetable
6) Cornell notes
7) Look, cover, say, write, check

Year 11

- 90.9% of students feel they have a better understanding on effective revision strategies and how you can apply them to your revision
- 81.8% of students feel they have a better understanding on how to create an effective revision timetable.
- 81.8% of students feel they have a better understanding on which revision techniques are ineffective and should be avoided.

What have you found useful about the sessions?

1) Revision timetable and how to do cornell notes
2) Finds one to one sessions useful because the support is more personalised
3) Revision timetable has helped a lot
4) Learning which revision techniques are appropriate for different subjects
5) Made a revision timetable so i feel more organised
6) Learning different revision strategies
7) Learning techniques and which techniques to use to help with revision
8) Opportunity to get individualised support
9) Additional time allocated to support with revision
10) Feel more motivated to do revision
11) Time given to learn new strategies and apply them to revision

What would you like to improve this year?
1) Focusing more on the subjects that I need improving on as well as focusing on subjects i might consider taking at a level. Also getting used to using a revision timetable to i can get into the habit of being more organised
2) Improve my grades in some of my weaker subjects so i can enrol on a higher level course in college.
3) Motivation to do more work outside of school.
4) Improve on computer science grade
5) Regularly do my homework
6) Improve Maths and English grades
7) I would like to be more organised with revision and homework
8) Understand Maths - i understand how to do the methods at the time but i get muddled up when i come back to it.
9) Improve motivation
10) Aim to get a grade 6 in the next mock exams.
11) More engaged in lessons you don't like- mainly German.

Is there anything else you would like further advice or guidance on?
1) if there are any specific revision guides that i need for specific subjects
2) I get distracted really easily and sometimes my anger is quite bad so guidance on how to manage my behaviour would be good because i want to go to the prom at the end of the year.
3) Can't really think of anything
4) Info on university courses
5) No
6) No
7) No
8) How to get an apprenticeship?
9) No
10) No
11) Time management- managing a part-time job with school work

0.6 primary school teacher update – started 20/4/2022 – taken from the \recovery premium

Final review – September 2022

KS3 reports

Attendance:

Year 7

Attended	No of Sessions	%
4	7	57
6	6	100
6	7	86
5	7	71
5	7	71
6	6	100
5	7	71
4	7	57
6	8	75
Average		77

Year 8

Attended	No of Sessions	%
5	6	83
7	7	100
5	6	83
3	3	100
7	7	100
5	7	71
5	7	71
6	7	86
Average		87

Impact measured – students cover organisation, independent study, preparation for assessments and aspirations. Embedding the whole-school approaches.

Are there any things that you have found enjoyable in your sessions with Mr Cooke?	
Post-Mentoring	
Year 7	**Year 8**
Yes - that we do maths word and describe it	I enjoyed talking about what I what to do in future
Learning how to revise properly and how to plan my week	I get to get a new book
Missing out on lessons I don't like	Not much stress to do work because I can go at my own pace
That he has taught me and helped me with subjects that I thought I struggled on	Talking about my fractions in maths
Seeing lots of things to improve	Working on maths
Learning what to do better	The help and support
Reading	Doing math work
Reading	Him giving me examples on how to revise and helping me do my feedback for my math's assessment.
Yes - were he helped me to plan when I do my homework	I enjoyed talking about what I what to do in future

Students below identify the areas that they have got support with.

Questions asked pre and post mentoring – comparison comments included:

Do you plan your week ahead so that you can balance your time between independent study and your other interests? 86% answered 'Fairly often' or 'every week'.

Do you revise for assessments and exams? All answered yes at the end of the 6-week programme.

Do you understand how effective independent revision can affect assessment and exam results? All, except 1 student, answered yes at the end of the 6-week programme

When you have an assessment or an exam, do you plan when you are going to revise and stick to it? 50% increase in students answering yes buy the end of the 6-week programme.

How much time per subject would you typically spend revising for an assessment or exam? 65% answered 1 hour + compared to 30 minutes + at start of 6-week programme.

Do you know how to revise effectively? 100% of students answered 'yes' or 'sort of'

Which revisions strategies do you use? All students referred to whole-school strategies: LCWSC, brain dump and flash cards.

How motivated are you to do well at school? Average was 6.6 and 7.8 (10 being highly motivated and 0 being not motivated)

Do you think that having 30 minutes per week working with Mr Cooke will be helpful to you? All students agreed this would help.

Do you have any suggestions on how the school can further support your academic progress? Generally students are happy with the support offered by school.

Summary: Overall students feel supported in school and are familiar with independent revision strategies to support their learning. Students like the subject specific support, help with organisation and conversations around aspirations to help motivate them to do well in lessons. This support is integral to supporting our students that do not having teaching assistant links in lessons, that require a career focus – to help them make links with why they need to do well in subjects and aid those that may not have the support at home, particularly in subjects such as Maths, with their literacy and embedding independent study strategies.

KS4 reports - Year 11 support focused on preparation for main exams – no post student voice completed

Year 9 and Year 10

100% of students feel they have a better understanding on effective revision strategies and how you can apply them to your revision

100% of students feel they have a better understanding on how to create an effective revision timetable.

57% of students feel they have a better understanding on which revision techniques are ineffective and should be avoided.

What have you found useful about the sessions?

1) 3 x LCWC techniques – practising
2) These sessions have helped me to revise more effectively.
3) Revision timetable and Dual Coding
4) New and effective ways to revise
5) Knowing the techniques that are the best for retaining information and things about apprenticeships, university and college etc.

Is there anything else you would like further support or guidance on? This doesn't have to be specific to revision? No

What ideas/ techniques will you implement in preparation for your GCSE's?

1) LCWC and dual coding
2) LSCWC and brain dumps
3) Make a revision timetable
4) Brain dump and LCWC
5) LSCWC
6) I will use the images down the line technique (dual coding) as this has helped me be successful in my quizzes before.
7) Flash cards and weekly revision planner
8) LCWC

Summary: Students have responded well to the one to one and group support offered by the Key Stage 4 academic mentor. Students like the chance to be able to practice and apply the revision techniques, shared in lesson time, to ensure they are using them effectively. Students have had the chance to apply these techniques to specific subjects in an environment where they can make mistakes and have the one to one support to improve. This provision works alongside the whole school delivery of effective independent learning skills and ensures that our disadvantaged students understand and then apply these effectively. Working with Y9-11 ensures we are setting students into good habits at the start of their examination subject journey.

KS3 and 4 academic mentoring: Majority of students understand how to revise and like the support offered by school, they are able to apply the revision techniques shared in 1:1 and classroom sessions.

Area to develop is to increase the attendance so that all sessions are accessed by the students. Continue to develop student knowledge of both effective and ineffective revision techniques.

Accelerated reader:

Termly review – Autumn and Spring term 2021

Year 7

Increase = 21/57 (37%) or 21/40 (53%) (taking away students with no comparable data)	Year 7 Changes to Reading ages (RA) from October 2021 to February 2022	Same = 3/57 (5%) or 3/40 (8%) (taking away students with no comparable data)
Decrease = 15/57 (26%) or 15/40 (38%) (taking away students with no comparable data)		No data to compare = 17/57 (30%)

Year 8

Increase = 16/44 (36%), 16/27 (59%) (taking away students with no comparable data)	Changes to RA from October 2021 to February 2022	Same = 2/44 (5%), 2/27 (7%) (taking away students with no comparable data)
Decrease = 9/44 (20%), 9/27 (33%) (taking away students with no comparable data)		No data to compare = 17/44 (%)

Final review – September 2022

Year 7

Increase = 32/57 (56%) or 32/50 (64%) (taking away students with no data to compare)	Changes to RA from October 2021 to February 2022	Same = NA
Decrease = 18/57 (32%) or 18/50(36%) (taking away students with no data to compare)		No data to compare = 7/57 (12%)

Year 8

Increase = 24/44 (55%), 24/39 (62%) (taking away students with no comparable data)	Changes to RA from October 2021 to February 2022	Same = 2/44 (5%), 2/39 (1%) (taking away students with no comparable data)
Decrease = 13/44 (30%), 13/39 (33%) (taking away students with no comparable data)		No data to compare = 5/44 (11%)

Summary: Over half the Year 7 and 8 students have increased their reading age whilst using accelerated reader. Area to develop is to reduce the number of students whose reading age decreasing following the accelerated reader programme.

4. **Wider strategies:** To address individual barriers where financial, parental or any other individual barriers exist.

The data used to inform the impact of this outcome are the figures for participation in extra-curricular activities.

	Autumn term		Spring Term		Summer Term	
	PP students	Non-PP students	PP students	Non-PP students	PP students	Non-PP students
Year 7	24/57 = 42%	90/143 = 63%	28/57 = 49%	91/143 = 64%	29/57 = 51%	94/143 = 66%
Year 8	19/43 = 44%	94/147 = 64%	19/41 = 43%	88/147 = 60%	21/38 = 55.26%	96/147 = 65%
Year 9	20/41 = 49%	76/145 = 52%	18/42 = 42.86%	93/145 = 64%	18/37 = 47.36%	62/145 = 43%
Year 10	33/35 = 94%	46/154 = 30%				
Year 11	16/43 = 37%	62/142 = 44%				
Total	112/219 = 51%	368/731 = 50%	65/140 = 46%	272/435 = 63%	68/132 = 52%	252/435 = 58%

2020-2021 data not available due to clubs not fully running due to Covid restrictions.

A gap generally does exist between PP and Non-pp students attending extra-curricular clubs. However, at points in the academic year PP attendance has closed or overtaken the Non-PP attendance. We will now be able to compare data between 2020-2021 and 2022-2023 academic year.

Rewards day trips accessed by PP students: 694 total – 132 were PP students accessing trips to Drayton manor, Bowling, ice skating and Party in the park.

5. **Wider strategies:** To increase the number of PP students developing their personal development, to raise their aspirations thus enhancing their appreciation and understanding of cultural capital activities. Teach students powerful and culturally rich knowledge that they might not otherwise access.

Final review – September 2022

All subjects completed a Personal Development audit, to cover the following questions:

a) How does your subject contribute to student knowledge of careers?
b) Do students experience how your subject helps people gain entry, into a wide range of occupations?
c) How does your subject support students to identify the essential skills needed to develop and identify pathways to future careers?
d) How does your subject promote British values through the curriculum? 1. Mutual respect and tolerance; 2. Democracy; 3. Individual liberty (The state of being free within society) and 4. Rule of law.
e) Do your students have the chance for quality debate and discussions in your subject area?

f) How does your subject allow students to develop decision making, team building and problem- solving skills?

6. **Wider strategies:** parental support (via teams to support with attendance)
- Parent sessions – January 2022 – delivered through teams:
- Homework – 60 attended

2021-2022 Spending plan summary – next page

Strengths	Areas to develop and carry forward to 2022-2023 academic year
Attainment data: The gap for Grade 5+ English & Maths and EBACC subjects has closed in comparison to 2019-2020. In addition, School PP v National is positive for Grade 4+ and 5+ EBACC. **Attendance, behaviour and rewards:** PP students are recording more behaviour points than Non-PP students. Exclusions for PP students have slightly increased since 2019-202. **Pre-exclusion room usage:** PPG: 92 out of 175 (53%) – an increase from last year (40%). Overall attendance has increased since 2018-19 but decreased compared to 2020-2021. **Targeted interventions:** The School counsellor has noted an increase in students' Confidence and self-esteem at the end of the set of sessions. Students' overall experience of JPC and WB link support is positive, with students citing the ability to be able to share how they are feeling with staff as a main benefit. **KS3 and 4 academic mentoring:** Majority of students understand how to revise and like the support offered by school, they are able to apply the revision techniques shared in 1:1 and classroom sessions. **Accelerated reader:** Over half the Year 7 and 8 students have increased their reading age whilst using Accelerated Reader. **Extra-curricular:** A gap generally does exist between PP and Non-pp students attending extra-curricular clubs. However, at points in the academic year, PP attendance has closed or overtaken the Non-PP attendance.	**Attainment data:** The gap has widened for Grade 4+ English & Maths and EBACC subjects. **Attendance, behaviour and rewards:** There is only a small gap between PP and Non-PP students being awarded rewards points, which demonstrates a positive response to the Rewards System from PP students. Overall attendance has increased since 2018-19 but decreased compared to 2020-2021. **KS3 and 4 academic mentoring:** An area to develop is to increase the level of attendance so that all sessions are accessed by the students. To continue to develop students' knowledge of both effective and ineffective revision techniques. **Accelerated reader:** To reduce the number of students whose reading age has decreased following the accelerated reader programme.

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.