

Pupil premium strategy statement – All Saints’ Catholic Voluntary Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1126
Proportion (%) of pupil premium eligible pupils	18% - 201
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	16.10.2023
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	Chris Dwan (LGB)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,590.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£201,590.00

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 £1,455 (if a primary school) or £1035 (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) - [Education Endowment Foundation | EEF](https://www.educationendowmentfoundation.org.uk)

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

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

- High quality teaching
- Targeted academic support
- Wider strategies

Our current pupil premium strategy plan and tiered approach (referred to on page 8, as the 'Menu of approaches') links to the DfE Guidance from March 2023, ([Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)) through a '5 step' approach (pages 4-7): 1. Identifying the challenges faced by the school's disadvantaged pupils 2. Using evidence to support your strategy 3. Developing your strategy 4. Implementing your strategy 5. Evaluating and sustaining your strategy. Both documents work 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.

2022-2023 results: A gap in achievement is evident between the PP and Non-PP students, though less significant if compared to 2019 results.

	2022-2023 – Final results August 2023	2021-2022 - Final results (adapted exam series)	2020-2021 - Final results (CAG)	2018-2019
P8 in school gap	-0.8	-0.5	-0.5	-0.8
P8 target	-0.3	-0.5	-0.4	-0.5
In school gap v national gap (P8)	-0.2	0.00	0	-0.2
In school gap v national gap (P8) TARGET	0.3	0.1	0.1	0.1
School PPG vs National Other (P8)	-0.4	-0.1	-0.1	-0.6
School PPG vs National Other (P8) TARGET	0.2	0.1	0.3	0.3

Grade 4 in English and Maths	2022-2023 – Final results August 2023	2021-2022 - Final results (adapted exam series)	2020-2021 - Final results (CAG)	2018-2019
Grade 4 in school gap	-30.5	-27	-22.3	-37.9
Grade 4 target	-11.7	-14.2	-8.9	-25.7
In school gap v national gap (Grade 4)	-3.5	0	4.3	-10.9
In school gap v national gap (Grade 4) TARGET	15.3	12.8	18.1	1.3
School PPG vs National Other (Grade 4)	-26.8	-16.7	-22	-33.5
School PPG vs National Other (Grade 4) TARGET	-1	4.3	6.9	-5.3

Key Principles

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

- High quality 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, linked to low literacy and numeracy skills.
3	Some students have a lack of equipment and resources to engage in learning, including technology such as laptops and Scientific calculators.
4	Some students' have low aspirations and do not access in school opportunities to develop their cultural capital.
5	Attendance rates for pupils identified as 'Pupil Premium' are lower than those identified as 'Non-Pupil Premium'.
6	Some students have behavioural, emotional, social and mental difficulties.
7	Parental engagement can be lacking or mis-guided, therefore students are not fully supported in all academic and social development of their child.

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
1. High quality teaching: By developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils, the All Saints' PP gap is reduced. To include the use of technology.	Reduce the gap between PP and Non-PP for P8 and A8, in relation to targets set.
2. High quality teaching: Mentoring and coaching for teachers to embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like.	Reduce the behaviour points for PP students by 10%. Maintain the increase in conduct points for PP students to 12.5% increase.
3. High quality teaching: Professional development to support the implementation of evidence-based approaches, for example, All Saints' Scholar and focus of teacher development sessions e.g. How can we plan to reduce student cognitive load in our lessons?	Increase the reading age of all PP students, to fall in line with their expected level. Reduce the gap between PP and Non-PP for P8 and A8 in Year 9-11, in relation to targets set.

4. Targeted intervention: Provide one to one tutoring for identified students to develop their independent study skills; language development, literacy and numeracy, enabling students to access the knowledge curriculum at KS3-5.	Through student voice, demonstrate evidence of how tutoring sessions can benefit both their academic progress and Personal development.
5. Wider strategies: To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to link in with supporting the attendance of identified students, through the All Saints' attendance framework.	Through student voice, demonstrate evidence of how tutoring sessions can benefit both their academic progress and Personal development.
6. Wider strategies: To address individual barriers where financial, parental or any other individual barriers exist.	Aim for PP students to achieve the whole school attendance target of 95%. Reduce the number of behaviour points for homework and equipment by 10%.
7. 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.	Continue to increase the percentage of PP students accessing: <ul style="list-style-type: none"> - Leadership opportunities - Extra-curricular clubs - Day trips - Residential 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: £52 434.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD to support 'High quality' teaching, training teachers to feel confident in the 'five-a-day' approach:</p> <ol style="list-style-type: none"> 1. Explicit instruction 2. Cognitive and metacognitive strategies 3. Scaffolding 4. Flexible grouping 5. Using technology e.g. Visualisers for modelling and feedback. 	<ul style="list-style-type: none"> • 2022-2023 data shows that there is a gap between the progress and attainment of PP v non-pp students. • Moving forwards making a difference: A planning guide for schools 2022-23, by the EEF. • EEF Guide to the Pupil Premium 'Menu of approaches': evidence brief and supporting resources. <p>The school CPD programme is based around securing effective professional development, following the 4 key groups to make a balanced approach:</p> <ul style="list-style-type: none"> • Building knowledge • Motivating teachers 	1, 2 and 7.

	<ul style="list-style-type: none"> • Developing teacher techniques • Embedding practice 	
Whole staff training to improve literacy outcomes. To include use of reciprocal reading and All Saints' Scholars 3-year programme.	<ul style="list-style-type: none"> • Data from 2022-2023 and half-term 1 for 2023-2024 demonstrates a proportion of students are below the expected reading age for their age. • 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. • Objectives and strategies taken from the document: All Saints' Scholars a comprehensive, three-year, writing strategy to develop student writing in KS3-5. 	1, 2 and 7.
Whole school CPD and where needed, individual coaching/mentoring, to embed high expectations with regards to Behaviour and Culture – teaching students explicitly what good behaviour looks like. Jason Bangbala – external provider for whole staff CPD.	<ul style="list-style-type: none"> • Internal data for 2022/23 and 2023/24 HT1 show that PP students receive more behaviour points than non-PP students. • 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). • EEF Guide to the Pupil Premium 'Menu of approaches': evidence brief and supporting resources: Mentoring and coaching can be an important source of support, particularly for early career teachers 	1, 2, 5 and 6.

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

Budgeted cost: £71 307.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor for identified students in Y9, 10 and 11. Planning and delivering one to one tutoring, covering independent learning skills, to be able to embed and apply knowledge in the curriculum.	<ul style="list-style-type: none"> • 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, 2, 3, 4, 5 and 7

	<ul style="list-style-type: none"> The EEF 'Menu of approaches' states that: Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. 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. HT1 2023-2024 date from student and parent voice cite one to one tutoring as a way to address barriers to learning. 	
Additional English and Maths lessons to support students needing to develop their language, literacy and/or numeracy.	<ul style="list-style-type: none"> The EEF menu of approaches suggests that: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. Data from 2022-2023 shows that there is a gap between PP and Non-PP students in both progress and attainment. 	1 and 2
Accelerated reader used with year 7-8 students and Think Reading with identified students to develop literacy.	<p>Linked to activity above.</p> <p>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)</p> <p>EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress.</p>	1 and 2

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

Budgeted cost: £77 848.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Menu of tiered support for student wellbeing, utilising the wellbeing co-ordinators and school counsellor.</p> <p>Group interventions or a 1 to 1 session.</p>	<ul style="list-style-type: none"> • 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. • The EEF 'menu of approaches' states: Social and emotional skills support effective learning and are linked to positive outcomes later in life. • Student wellbeing directly relates to attendance, and data shows that PP attendance is lower than non-PP students and that PA figures are higher for PP students. 	<p>5 and 6</p>
<p>Funding made available to support students in school and parents at home with the cost involved for school trips, resources and uniform.</p>	<ul style="list-style-type: none"> • 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. 	<p>6 and 7</p>
<p>Raising aspirations (supporting behaviour, trips and careers) through the YPL/AYPL and peer mentors; JPC; enrichment programme and careers programme.</p>	<ul style="list-style-type: none"> • The EEF 'Menu of Approaches' suggest: <ol style="list-style-type: none"> a) Social and emotional skills support effective learning and are linked to positive outcomes later in life. b) Poor attendance at school is linked to poor academic attainment across all stages. c) Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. 	<p>4 and 6</p>
<p>Parent support sessions after-school, to cover a range of topic areas, to include; support with homework, attendance and wellbeing.</p>	<ul style="list-style-type: none"> • The EEF 'Menu of approaches' refer to poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. 	<p>3, 5, 6 and 7</p>

Total budgeted cost £201,590.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning

Pupil Premium Spending plan 2022-2023

Final review – August 2023

Summary of review

- Progress: The School PPG vs National other for P8 was -0.4, a significant increase from data throughout 2022/23 academic year, though 0.3 below the 2021/22 and 2020/21 figures, but an improvement in relation to the 2019 results.
- Attainment: The school PPG v National other has also improved since the 2019 results.
- 70% of year 8 students improved their reading ages between October 2022 and February 2023, through accelerated reader.
- Despite a gap remaining between PP and Non-PP for achievement points, the number of points being awarded has increased.
- Suspensions for PP students have decreased in comparison to 2021-2022, plus attendance and persistent absenteeism has also increased from 2021-2022.
- Student voice shows that targeted intervention for Year 9-11 is deemed as effective and useful in student progress.
- PP attendance on both day and residential trips has ranged from 10-40%.

Intended outcome	Success criteria and how successfully the intended outcomes of that plan were met
	- Data and Rag rated, Full yet , partially met and not met
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: <ul style="list-style-type: none">- 10% for Grade 5 in English, Maths and EBACC in relation to FFT20 Targets: English and Maths: 26.7% EBACC: 22.8%- 15% for Grade 4 in English, Maths and EBACC in relation to FFT20 Targets: English and Maths: 30.5% EBACC: 35.4%- Reduce the gap between PP and non-pp for P8 score 8 to -0.2: P8 gap is -0.8
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.	<ul style="list-style-type: none">- Increase the attendance of all PP students to fall in line with the whole school target of 97%: The attendance is 90.4% an increase by 2.7% and only 2.48% lower than non-pp students.- Reduction in behaviour points by 10% The average behaviour points have gone up for PP and Non-pp – this may be due to a change in the points awarded for specific sanctions, a warning now accounts for 1 behaviour point, in 2021-2022 it did not.- Increase in conduct points by 10%: The average conduct points for PP students increased by 12.5%- Increased number of PP students accessing rewards by 10%: The average conduct points for PP students increased by 12.5%

<p>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.</p>	<ul style="list-style-type: none"> - Y7-11 PP students achieve in line with non-PP students in assessments during whole school assessment points. Data shows that a gap does exist between PP and Non-PP students.
<p>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.</p>	<ul style="list-style-type: none"> - Y7-11 PP students achieve in line with non-PP students in assessments during whole school assessment points. Data shows that a gap does exist between PP and Non-PP students.
<p>Targeted intervention: To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to include:</p> <ul style="list-style-type: none"> - One to one tutoring - Peer tutoring - Small group tuition 	<ul style="list-style-type: none"> - Student voice demonstrates a positive response to all aspects of school life (rewards, behaviour, T&L, MH and Wellbeing). Whole school student voice results show: BfL: I behave well in my lessons <i>2021 was 90% all or most. 2022 shows an increase to 98%</i> Rewards: Do you feel that you are rewarded for your efforts in and out of lessons? (Achievement points, praise postcards, certificates, well done in class, phone calls home?) <i>All of the time 6% Most of the time 20% Sometimes 39% Hardly ever 26% Never 9%</i> T&L: Students are able to articulate how to revise, the subjects they learn well in and that staff use modelling through the visualiser to aid their learning. MH and WB: 46% said yes and 37% said sometimes they do feel that we support their MH and WB.
<p>Wider strategies: To address individual barriers where financial, parental or any other individual barriers exist.</p>	<ul style="list-style-type: none"> - PP students are all able to access every Cultural Capital opportunity: All trips had between 10-40% PP students attending. - 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% The attendance is 90.4% an increase by 2.7% and only 2.48% lower than non-pp students.
<p>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.</p>	<ul style="list-style-type: none"> - NEET figures for PP students are in line with non-PP students - Reduction in behaviour points by 10%: The average behaviour points have gone up for PP and Non-pp – this may be due to a change in the points awarded for specific sanctions, a warning now accounts for 1 behaviour point, in 2021-2022 it did not. - Engagement with extra-curricular activities is the same from PP and non-PP students - PP students access rewards trips <p>All trips had between 10-40% PP students attending.</p>

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. In addition, accelerated reader will be evaluated for students that use this within year 7 and 8. Progress and attainment are evaluated. In this particular year the results are measured against 2019 results, in which the same conditions were set when students sat all examinations.

Year 11

	2022-2023 – Final results August 2023	2021-2022 - Final results (adapted exam series)	2020-2021 - Final results (CAG)	2018-2019
P8 in school gap	-0.8	-0.5	-0.5	-0.8
P8 target	-0.3	-0.5	-0.4	-0.5
In school gap v national gap (P8)	-0.2	0.00	0	-0.2
In school gap v national gap (P8) TARGET	0.3	0.1	0.1	0.1
School PPG vs National Other (P8)	-0.4	-0.1	-0.1	-0.6
School PPG vs National Other (P8) TARGET	0.2	0.1	0.3	0.3

Grade 4 in English and Maths	2022-2023 – Final results August 2023	2021-2022 - Final results (adapted exam series)	2020-2021 - Final results (CAG)	2018-2019
Grade 4 in school gap	-30.5	-27	-22.3	-37.9
Grade 4 target	-11.7	-14.2	-8.9	-25.7
In school gap v national gap (Grade 4)	-3.5	0	4.3	-10.9

In school gap v national gap (Grade 4) TARGET	15.3	12.8	18.1	1.3
School PPG vs National Other (Grade 4)	-26.8	-16.7	-22	-33.5
School PPG vs National Other (Grade 4) TARGET	-1	4.3	6.9	-5.3

Autumn term review: Despite the P8 in school gap being below target, it is the same as it has been for 2020-2021 and 2021-2022. The In School gap v National gap is also positive. Main concern is the very low score for school PPG v National other. **Spring term review:** The P8 in school gap is below target and lower than Autumn term. The In School gap v National gap has moved from positive to negative. Main concern is still the very low score for school PPG v National other. **Final review, August 2023: For progress -** The School PPG vs National other for P8 was -0.4, a significant increase from data throughout 2022/23 academic year, though 0.3 below the 2021/22 and 2020/21 figures. Improved results in comparison to 2019 results. **For attainment,** the school gap has increased since last academic year, but improved in comparison to the 2019 results, which were the last set of exams without additional students support. The school PPG v National other is also improved since the 2019 results.

Year 7

<p>Increase = 22/44 (37 tested) 59% of those tested increased reading age. *2021-22 spring review figure = 53% *2021-22 summer review figure = 64%</p>	<p>Year 7 Changes to Reading ages (RA) from October 2022 to February 2023</p>	<p>Same = 1/44 (37 tested) 2% of those tested remained the same reading age.</p>
<p>Decrease = 14/44 (37 tested) 37% of those tested decreased reading age. *2021-22 spring term figure = 38% *2021-22 summer term figure = 36%</p>		<p>No data to compare = 7/44 which equates to 16%</p>

Spring term review: 59% of students increased their reading age, and this figure is significantly lower than year 8, but greater than data from 2021-2022.

Year 8

<p>Increase = 28/49 (40 tested) 70 % of those tested increased reading age. *2021-22 spring review figure = 59% 70 *2021-22 summer review figure = 62%</p>	<p>Year 8 Changes to Reading ages (RA) from October 2022 to February 2023</p>	<p>Same = 0</p>
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Decrease = 12/49 (40 tested)
 30 % of those tested decreased reading age.
 *2021-22 spring review figure = 33%
 *2021-22 summer review figure = 33%

No data to compare = 9

Spring term review: 70% of students increased their reading age, significantly higher than 2021-2022.

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.

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

2021-2022			
Behaviour points (no: pp / no: non-pp)	PP	Non-PP	
Year 7 (57/143)	805/57 – AVERAGE IS 14.1	1240/143 – AVERAGE IS 8.7	
Year 8 (43/147)	689/43 – AVERAGE IS 16	1610/147 – AVERAGE IS 11	
Year 9 (42/145)	911/42 – AVERAGE IS 21.7	1815/145 – AVERAGE IS 12.5	
Year 10 (35/154)	1044/43 – AVERAGE IS 24.2	2633/154 – AVERAGE IS 17	
Year 11 (43/142)	NA	NA	
Total	3449/185 = 18.6 AVERAGE	7298/589 = 12.4 AVERAGE	

2022-2023 Autumn term			
Behaviour points (no: pp / no: non-pp)	PP (average)	Non-PP (average)	
Year 7 (46/150)	623 (13.5)	1131 (7.54)	
Year 8 (49/150)	650 (13.3)	1090 (7.7)	
Year 9 (39/152)	589 (15.1)	1149 (7.6)	
Year 10 (40/148)	665 (16.6)	1816 (12.3)	
Year 11 (31/158)	500 (16.1)	1358 (8.6)	
Total			

2022-2023 Spring term			
Behaviour points (no: pp / no: non-pp)	PP (average)	Non-PP (average)	
Year 7 (46/150)	562/46 = 12.2	1000/152 = 6.6	
Year 8 (49/150)	651/49 = 13.3	868/151 = 5.5	
Year 9 (39/152)	512/39 = 13.1	974/155 = 6.3	
Year 10 (40/148)	484/38 = 12.7	1435/151 = 9.5	
Year 11 (31/158)	475/31 = 15.3	1237/157 = 7.8	
Total	2684 / 203 = 13.2 AVERAGE	5514 / 766 = 7.2	

2022-2023 September 2022-July 2023			
Behaviour points (no: pp / no: non-pp)	PP (average)	Non-PP (average)	
Year 7 (47/154)	42.5	22.9	
Year 8 (49/153)	43	20.7	
Year 9 (39/158)	44.5	21.9	
Year 10 (40/149)	49.6	30.2	
Year 11 (32/157)	35.5	19.5	
Total	43.29	22.8	

Year on year comparisons		
Behaviour points	2021-2022 PP v Non-PP average	2022-2023 PP v Non-PP average
Year 7	14.1 v 8.7	42.5 v 22.9
Year 8	16 v 1	43 v 20.7
Year 9	21.7 v 12.5	44.5 v 21.9
Year 10	24.2 v 15.17	49.6 v 30.2
Year 11	29 v 15 (up to end of Spring term)	35.5 v 19.9 (up to end of Spring term)
Total	18.6 v 12.4	43.29 v 22.8

Autumn term review: Data shows that on average non-pp students accrue lower behaviour points compared to PP students. **Spring term review:** students that are PP on average accrue more behaviour points than non-pp students. However, the average behaviour points for each year group for PP students have decreased. **Final review, August 2023:** There has been an increase in the gap between PP students receiving more behaviour points in comparison to non-PP students.

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

2021-2022			
	PP achievement points	Non-PP achievement points	Total
Year 7 (57/143)	9628/57 – AVERAGE 169	28285/143 – AVERAGE 198	37913/200 – AVERAGE 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)	2589 45.4 per student	10872 76.6 per student	13461
Total	22907 / 220 = 104	90026 / 731 = 123	112933

	2022-2023 Autumn term	
	PP achievement points (average)	Non-PP achievement points (average)
Year 7 (46/150)	2202 (47.9)	8592 (57.3)
Year 8 (49/150)	2442 (49.8)	8174 (54.5)
Year 9 (39/152)	2227 (57)	9424 (62)
Year 10 (40/148)	1801 (45)	8097 (54.7)
Year 11 (31/158)	1156 (37.3)	7955 (50.3)
Total	9828 / 205 = 47.95	42242 / 758 = 55.7

	2022-2023 Spring term	
	PP achievement points (average)	Non-PP achievement points (average)
Year 7 (46/150)	1441/46 = 31.32	6277/152 = 41.3
Year 8 (49/150)	1818/49 = 37.1	6398/151 = 42.4
Year 9 (39/152)	1581/39 = 40.5	6912/155 = 44.6
Year 10 (40/148)	1158/37 = 31.3	6280/151 = 41.6
Year 11 (31/158)	597/31 = 19.3	4347/147 = 29.6
Total	6595 / 202 = 32.6	30214 / 756 = 39.67

	2022-2023 September 2022 to July 2023	
	PP achievement points (average)	Non-PP achievement points (average)
Year 7 (47/154)	119.8	148.9
Year 8 (49/153)	135.7	151.8
Year 9 (39/158)	146.6	157.3
Year 10 (40/149)	106.7	143.9
Year 11 (32/157)	73.2	98.7
Total	118.9	139.8

Autumn term review: Data shows that on average non-pp students accrue more achievement points compared to PP students. **Spring term review:** students that are PP on average accrue less achievement points than non-pp students. However, the average points overall only differ by 8%. **Final review, August 2023:** The trend has continued throughout the year, where non-PP students achieve more achievement points than PP students.

Year on year comparisons

Achievement points	2021-2022 PP v Non-PP average	2022-2023 PP v Non-PP average
Year 7	169 v 198	119.8 v 148.9
Year 8	140 v 173	135.7 v 151.8
Year 9	101 v 128	146.6 v 157.7
Year 10	85 v 115	106.7 v 143.9
Year 11	45.4 v 76. (up to end of Spring term)	73.2 v 98.7
Total	104 v 123	118.9 v 139.8

Autumn term review: Data shows that on average non-pp students accrue more achievement points compared to PP students, however in Years 7-9 the difference is marginal. **Final review, August 2023:** The gap between PP and non-pp students remains the same from 2021-2022.

Suspension figures:

•	• 2020/21	• 2021/22	• 2022/23
• Girl	• 6	• 8	• 6
• Boy	• 15	• 16	• 13
• SEND	• 3	• 7	• 9
• PPG	• 14	• 13	• 4

Final review, August 2023: 4/19 (21%) of suspended students were PPG - a significant decrease (54% last year)

Attendance figures:

	2022-2023 (Autumn term)	2021-2022	2020-2021	
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Year Group	Student numbers on-roll	PP-Students	PP Attendance %	Non-PP Attendance %	PP PA figure s %	Non-PP PA figure s %	Student numbers on-roll	PP-Students	PP Attendance %	Student numbers on-roll	PP-Students	PP Attendance %	Comparison s year on year
Year 7	196	46	86.5	93	45.7	23.1	143	57	92.4%	192	45	91.34	
Year 8	199	49	92.9	93.3	24.5	22.1	147	43	89.8%	185	43	95.14	
Year 9	191	39	92.4	93.3	28.2	26.3	145	42	91.7%	190	37	90.79	
Year 10	188	40	88.4	91.6	37.5	29.8	154	35	89.3%	184	48	90.51	
Year 11	189	31	89.1	91.2	54.8	35.4	142	43	74.5%	187	38	91.3	
Total	963	205	90.3	92.8	35.7	25.6	731	220	87.7%	938	211	90.55	

Autumn term review: Data shows that the attendance for all students is below the school target of 97%. With the exception of Y7 – where PP students are in the highest number, the attendance between PP and non-pp only varies between 0.4-3.1%. The Persistent absenteeism is where the greater gap appears, particularly in Y7 where the gap is 22.6% and Y11 where the gap is 19.4%. Y8-10, the gap is 1.9-7.7%.

	2022-2023 (Spring term)						2021-2022			2020-2021			Comparison s year on year
Year Group	Student numbers on-roll	PP-Students	PP Attendance %	All Attendance %	PP PA figure s %	All PA figure s %	Student numbers on-roll	PP-Students	PP Attendance %	Student numbers on-roll	PP-Students	PP Attendance %	
Year 7	196	46	89.8	94	31.8	14.9	143	57	92.4%	192	45	91.34	
Year 8	199	49	92.5	93.7	18.8	12.1	147	43	89.8%	185	43	95.14	
Year 9	191	39	92.8	93.7	21.1	18.1	145	42	91.7%	190	37	90.79	
Year 10	188	40	88.2	92.4	32.5	21.8	154	35	89.3%	184	48	90.51	
Year 11	189	31	88.5	91.7	45.2	25.5	142	43	74.5%	187	38	91.3	
Total	963	205					731	220	87.7%	938	211	90.55	

Spring term review: Data shows that the attendance for all students is below the school target of 97, the attendance between PP and all students varies the most in year 7 at 4.2% difference. The Persistent absenteeism is where the greater gap appears, particularly in Y7 where the gap is 16.9% (lesser gap than Autumn term) and Y11 where the gap is 19.7%. Y8-10, the gap is 3 – 10.7%.

	2022-2023						2021-2022			2020-2021			PP attendance comparison s year on year (2022-2023 v 2021-2022)
Year Group	Student numbers on-roll	PP-Students	PP Attendance % Comparison to 2021-2022.	All Attendance %	PP PA figures % Comparison to 2021-2022.	All PA figures %	Student numbers on-roll	PP-Students	PP Attendance %	Student numbers on-roll	PP-Students	PP Attendance %	
Year 7	196	46	90.6%	94.1%	27.3%	13.3%	143	57	92.4%	192	45	91.34	Decrease
Year 8	199	49	91.1%	93.2%	21.7%	13.6%	147	43	89.8%	185	43	95.14	Increase
Year 9	191	39	91.9%	93.0%	26.3%	20.2%	145	42	91.7%	190	37	90.79	Increase
Year 10	188	40	88.1%	92.2%	37.5%	22.5%	154	35	89.3%	184	48	90.51	Decrease
Year 11	189	31	88.7%	91.9%	53.1%	25.0%	142	43	74.5%	187	38	91.3	Increase
Total	963	205	90.4%	92.88%	32.4%		731	220	87.7%	938	211	90.55%	Increase from 2021/22

Final review, August 2023: PP student attendance in 2022-23 was 90.4%, an increase from 2021-2022. 32.4% PA which is lower than 2021-2022 academic year (43.6%) National figure is 82.9%. The PA figures continue to be higher for PP students.

3. **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.

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.

Year 11 – see priority 1 for up to date data.

	2022-2023 – Final results August 2023	2022-2023 Spring term	2022-2023 Autumn term	2021-2022 - Final results (adapted exam series)	2020-2021 - Final results (CAG)
P8 in school gap	-0.8	-0.8	-0.5	-0.5	-0.5
P8 target	-0.3	-0.3	-0.3	-0.5	-0.4
In school gap v national gap (P8)	-0.2	-0.2	0.1	0.00	0
In school gap v national gap (P8) TARGET	0.3	0.3	0.3	0.1	0.1

School PPG vs National Other (P8)	-0.4	-1.2	-0.8	-0.1	-0.1
School PPG vs National Other (P8) TARGET	0.2	0.2	0.2	0.1	0.3

Year 10

	Year 10 – July 2023	Y11: 2022-2023	Y11 2021-2022	Y11 2020-2021
P8 in school gap	-0.9	-0.5	-0.5	-0.5
P8 target	-0.2	-0.3	-0.5	-0.4
In school gap v national gap (P8)	-0.1	0.1	0.00	0
In school gap v national gap (P8) TARGET	0.3	0.3	0.1	0.1
School PPG vs National Other (P8)	-1.1	-0.8	-0.1	-0.1
School PPG vs National Other (P8) TARGET	-0.1	-0.1	0.1	0.3

Final review, August 2023: Data shows that P8 is below target in all areas.

Year 9

	Year 9 – July 2023	2021-2022	2020-2021
A8 in school gap	-1	-0.9	-1.4
A8 target	-1	-0.7	-1.1
In school gap v national gap (A8)	0.4	0.4	-0.1

In school gap v national gap (A8) TARGET	0.3	0.6	0.2
School PPG vs National Other (A8)	-1.1	-0.9	-1.4
School PPG vs National Other (A8) TARGET	-0.9	-0.2	-0.7

Spring term review: Data is positive against target in all Attainment 8 areas. **Final review, August 2023:** A* in line with A8 target, in school gap is a positive figure.

Year 8

% G4 in English and Maths	Year 8 – July 2023	2021-2022	2020-2021
In school gap	-26.1	-35.6	
Target	-26.8	-36.8	
In school gap v national gap	0.9	-8.6	
In school gap v national gap TARGET	0.2	-9.8	
School PPG vs National Other	-19.8	-36.1	
School PPG vs National Other TARGET	-13.3	-20.7	

Spring term review: Data is below target in all areas, the in school gap v national gap is a positive figure and an improvement from 2021-2022 data. **Final review, August 2023:** In school gap is slightly better than the target, plus the in school gap v national gap is a positive figure.

Year 7

% G4 in English and Maths	Year 7 – July 2023	2021-2022	2020-2021
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In school gap	-21.9	-21.3	
Target	-11.4	-26.4	
In school gap v national gap	5.1	5.7	
In school gap v national gap TARGET	15.6	0.6	
School PPG vs National Other	-20.8	-26.9	
School PPG vs National Other TARGET	4.7	-13.2	

Spring term review: A gap between PP and No-PP students is evident. The School PPG v National others has improved from 2021-2022 to 2022-2023. **Final review, August 2023:** The in school gap v national gap is a positive figure.

4. **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.

The data used to review this target will be a combination of academic data shown through outcome 1 and 3. In addition student voice will be evaluated, to assess the effectiveness of the individual intervention.

Cycle 1: 6 weeks, Y11 – 14 students received 1 hour per week of 1 to 1 tuition. Y10 – 3 students received 1 hour per week of 1 to 1 tuition. Y9 – 3 students received 1 hour per week of 1 to 1 tuition.

Student voice:

Do you have a better understanding on effective revision strategies and how you can apply them to your revision? 100% agreed.

Do you have a better understanding of how to create an effective revision timetable? 100% agreed.

Do you have a better understanding on which revision techniques are ineffective and should be avoided? 78.5% agreed.

Specific comments

What have you found useful about the sessions? e.g. a specific revision idea, how to create a revision timetable, revision techniques that aren't effective, increased motivation/ confidence etc.

- Having somebody to test me on my revision resources and show me where I am going right and wrong. Reassurance that I'm following the correct process.
- Information on careers and entry requirements.

- A lot more motivated to revise and has found the revision guides useful.
- Better techniques that actually help me to understand.
- Range of revision techniques. Active revision and testing on resources.
- Creative revision timetable and testing on revision.
- Increased motivation. I now have a clear idea on what i would like to do after my GCSE's and the entry requirements.
- Probably how to focus in lessons to avoid picking up behaviour points.

• **Is there anything else you would like further support or guidance on? This doesn't have to be specific to revision.**

- To be provided with more exam questions.
- More time to do independent/ class revision in lesson, particularly after covering a big topic.
- Just assistance with revision- somebody to check the quality and test on revision resources.
- Probably not but if there is something, it would be more careers sessions.

What would you like to improve this year? E.g. increase the amount of revision completed; become more organised? improve understanding on a specific topic? Improve a grade in a particular subject?

- Improve projected grades by becoming more organised and more motivated.
- Improve projected grades in RE, Science and Maths.
- Getting more work done in lessons and to avoid distractions.
- Really would like to improve Maths and English grades. Will do this by spending more time on these subjects as part of revision. Currently revising 3/4 nights per week.
- Take full responsibility for my revision and stick to the plan created.
- Mindset assessment profile results- being able to accept mistakes as part of the learning process and not spend too much negative energy/ emotion worrying about them.
- My confidence to participate in class and speak to the teacher if I don't understand something.
- I need to make sure all homework is completed- this will be done by sticking to my homework timetable.
- Improve time management skills and increase amount of revision
- Have more motivation- has days in school where I switch off and also need to do a bit more at home.

Student voice states that these sessions are of use and all students can verbalise what it is that they need to do in order to move their attainment forwards.

Cycle 2: 6 weeks - Y11 – 14 students received 1 hour per week of 1 to 1 tuition. Y10 – 3 students received 1 hour per week of 1 to 1 tuition. Y9 – 3 students received 1 hour per week of 1 to 1 tuition.

Student voice:

Do you have a better understanding on effective revision strategies and how you can apply them to your revision? 100% agreed.

Do you have a better understanding of how to create an effective revision timetable? 100% agreed.

Do you have a better understanding on which revision techniques are ineffective and should be avoided? Y9 and Y10 100% said yes, Y11 87.5% said yes.

What have you found useful about the sessions? e.g. a specific revision idea, how to create a revision timetable, revision techniques that aren't effective, increased motivation/ confidence etc.

- Producing revision timetables and using revision techniques.
- Feeling organised and being able to discuss future options (post-16)

Is there anything else you would like further support or guidance on? This doesn't have to be specific to revision.

- The main aspect students ask for more help on is careers.

What would you like to improve this year? E.g. increase the amount of revision completed; become more organised? improve understanding on a specific topic? Improve a grade in a particular subject?

- Most students discuss organisation, the need to revise for all subjects more effectively and increase their motivation to complete homework.

The student voice suggests that students find sessions useful, to enable them to develop their organisation, through the production of revision timetables. In addition, having time to develop the revision techniques and apply them on a one to one basis are helping the students to understand how to revise effectively. With regards to students wanting more careers support, students all have at least 1 x one to one meeting in Year 11 and all have one half term of PSCE lessons. The website is also being developed to allow students to access support at all time, through the support of the local careers hub and progress careers, employed by school.

Cycle 3: 6 weeks - Y11 – 14 students received 1 hour per week of 1 to 1 tuition. Y10 – 3 students received 1 hour per week of 1 to 1 tuition. Y9 – 3 students received 1 hour per week of 1 to 1 tuition.

Student voice:

Do you have a better understanding on effective revision strategies and how you can apply them to your revision? 100% agreed.

Do you have a better understanding of how to create an effective revision timetable? 100% agreed.

Do you have a better understanding on which revision techniques are ineffective and should be avoided? 93.75% said yes.

What have you found useful about the sessions? e.g. a specific revision idea, how to create a revision timetable, revision techniques that aren't effective, increased motivation/ confidence etc.

Information on FE options which lead into the police.

xxxxx feels more organised due to her revision timetable.

xxxxx feels more organised.

Revision resources have been really useful.

How to create and use flash cards.

Quizzing and revision techniques and showing me about dual coding techniques

Dual coding

More motivation to do well.

Revision timetable has helped with organisation.

1. feel more motivated 2. more organised - using the timetable to balance commitments. 3. better understanding

How to get into the right mindset for school. Not allowing issues out of school to impact on choices made in school.

Revision timetable has helped with organisation. I can still use it for everyday life

A range of revision techniques and how to prepare for exams.

More efficient ways to revise effectively.

Little and often revision approach and the range of revision techniques.

Effective revision ideas, help with organisation and information on options for next year.

Is there anything else you would like further support or guidance on? This doesn't have to be specific to revision

More information about A-Levels and careers

Extra sessions on exam preparation closer to the time.

More intervention lessons

I would like school to move me to foundation in Maths

What would you like to improve this year? E.g. increase the amount of revision completed; become more organised? improve understanding on a specific topic? Improve a grade in a particular subject?

- More revision, improve attendance and more motivation to do well, trying to stay calm in preparation for exams, focus in lessons, writing in English, sticking to my revision plan.

The student voice suggests that students find sessions useful, to enable them to develop their revision and independent skills.

Final cycle 4

Year 9 – 3 x 1 to 1 support and **Year 10** – 3 x 1 to 1 support

Student voice

Do you have a better understanding on effective revision strategies and how you can apply them to your revision? 100% answered 'yes'

Do you have a better understanding of how to create an effective revision timetable? 100% answered 'yes'

Do you have a better understanding on which revision techniques are ineffective and should be avoided? 83.3% answered 'Yes'

What have you found useful about the sessions? e.g. a specific revision idea, how to create a revision timetable, revision techniques that aren't effective, increased motivation/ confidence etc.

- The revision techniques covered so far (dual coding and cornell notes)
- How to create a revision plan and effective revision techniques.
- I now know multiple revision techniques in addition to LSCWC and flash cards etc.
- Talking about university and how to get there.
- More prepared for year 11 and the focus on attendance.
- Dual coding revision technique and the revision timetable.

Is there anything else you would like further support or guidance on? This doesn't have to be specific to revision

- No
- Possibly provide me with some revision guides.
- N/A
- More flash cards - ACS has provided.
- ***** has everything place
- N/A

What would you like to improve this year? E.g. increase the amount of revision completed; become more organised? improve understanding on a specific topic? Improve a grade in a particular subject?

• I would like to improve the amount of revision i do in preparation for tests.
• Improve organisation and create a plan ready for year 11
• Improve understanding of French, particularly the speaking element.
• Use the UCAS website to narrow down future options and improve punctuality.
• Attendance has to improve but on a few occasions, ***** has been well enough to attend.
• Increase the amount of independent revision in all subjects and not just the subjects I enjoy.

Year 11 Students were seen when need in relation to specific subject support – recapping revision techniques previously covered in 1 to 1 session

Final review, August 2023: Student speak very positively about the 1 to 1 support offered from the academic mentor. Students are also able to qualify what they need to develop to help with their progress.

5. Targeted intervention: To provide suitable provision to support students with behavioural, emotional, social and mental difficulties, to include: One to one tutoring, Peer tutoring and Small group tuition.

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.

JPC Data – student voice:

Students cite the following reasons for the wellbeing support being helpful:

- Having someone to talk to that understands, being shown strategies to use when worried, e.g. doodle book, being able to feel happier in school,

Autumn term – 8 students accessed the JPC. Attendance pre and post mentoring below;

89%	89.30%
100%	99.20%
95%	94.70%
81%	69.50%
46.50%	45.90%
81.80%	79.90%
86.50%	79.30%

87%	84.20%
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Overall figures for 2022-2023

14 x 1 to 1 support

END OF TERM DATA		
ATTENDANCE	BEHAVIOUR	ACHIEVEMENT
63% improved	13% improved	75% improved
13% remained the same	13% remained the same	25% remained the same
25% decreased	74% decreased	

10 PP students received counselling from the trained counsellor – sessions are private and continue over an extended period of time.

Reasons for referrals include:

- Past life experiences
- Mental health/Home
- Gender/identity/Mental health
- Requested in EHCP

- Mental health
- Mental health
- Bereavement
- Prevent concerns
- Parent in prison/behaviours
- Keeping self safe
-

Final review, August 2023: Student voice =

6. 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%

Extra-curricular data

2021-2022						
	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%				

2022-23							
	Autumn term			Spring Term		Summer Term	
	PP students	Non-PP students	Overall	PP students	Non-PP students	PP students	Non-PP students
Year 7	43.2%	42%	51.8%	43%	41%		
Year 8	57.8%	51%	67.3%	52.63%	56.28%		
Year 9	52.63%	32%	51.58%	55.26%	51.56%		
Year 10	9.75%	18%	5.08%	7.6%	24.4%		
Year 11							

Final review, August 2023: The number of students accessing extra-curricular varies between year groups, the PP students are accessing more opportunities than the non-PP students in Year 9.

7. **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.

Only 1 student leaving Y11 in 2022 was classed as NEET.

Figures to measure this outcome:

- NEET figures for PP students are in line with non-PP students – see above – 2023 data TBC
- Reduction in behaviour points by 10% - behaviour points have increased across all year groups, however the number of achievement points have increased across all year group.
- Engagement with extra-curricular activities is the same from PP and non-PP students – there is still a gap and inconsistencies with data, this is a focus for 2023/24 academic year
- PP students access to day/residential trips July 2023 figures
 -
 - 13% PP attended Alton Towers
 - 15% PP attended ice-skating
 - 15%PP attended super bowl
 - Y8 Thackeray Museum – 22% PP
 - Y9 Kelham island – 18% PP
 - All years – Inspector call production, 27% PP
 - Year 10 Loughborough University, 8% PP
 - Year 8 Imperial War museum, 18% PP
 - Year 7-8, National Space centre, 21% PP
 - Year 7 Lockerbrook outdoor residential, 40% PP
 - Year 9 Cadbury World, 10% PP
 - Year 10 Berlin residential, 23% PP
 - DofE, 14% PP
 - All years Blood Brothers Theatre trip 25% PP

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
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.