

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ivanhoe School
Number of pupils in school	896
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	<b>2021-2024</b>
Date this statement was published	December 2021
Date on which it will be reviewed	<b>September 2022</b>
Statement authorised by	Alison Allford Headteacher
Pupil premium lead	Emma Boussida
Governor / Trustee lead	Mary Webster Chair of Governors

### Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£189,688
Recovery premium funding allocation this academic year	£25,121 TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214,809

## Part A: Pupil premium strategy plan

### Statement of intent

#### ***What are your ultimate objectives for your disadvantaged pupils?***

The Pupil Premium Grant is used to provide additional educational support in order to improve the progress and to raise the standard of achievement for eligible pupils. High quality teaching and targeted support are at the heart of our approach to support disadvantaged pupils. The funding issued is used to narrow and close the gap between the achievement of these pupils and their peers.

#### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

To achieve these objectives, the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment and retention of high-quality teaching staff, especially in the core subjects.

There is both internal data and academic literature that highlights a need for high quality pastoral support and attendance intervention to meet the needs of our PP students. High quality pastoral care is available to all students including a year group specific specialist team (SLT Link, Head of Progress, Care and Guidance Year Link and Form Tutor) to support the most vulnerable students.

#### ***What are the key principles of your strategy plan?***

The strategy plan is based on the following principles:

- We promote an ethos that promotes the school's motto of '**Journey to Excellence**' regardless of disadvantage or need.
- We are an **evidence-based school** and that decisions and interventions should be based on research and data.
- The most effective method of addressing disadvantage is through a strong focus on **improving Teaching and Learning**, as advocated by the EEF.
- Developing literacy of students of students, especially when literacy is below chronological age is essential so that students can access the wider curriculum.
- Providing **high quality pastoral support is essential** to meet the wider needs of all students.
- The use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding.
- Specific interventions should be based on **identified need**.

PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

## Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers
2	PP students' attendance is lower than their peers
3	PP students' reading ages are lower on average than their peers on entry to the school
4	Behaviour and Attitude to Learning (AtL): to further embed strategies to improve behaviour and reduce fixed term exclusions for PP students and continue to embed strategies to improve attitude to learning and reduce the gap in average AtL score between PP students and their peers.
5	Raising profile of PP students across the school. How can all staff work to help improve the outcomes of PP students? Create a positive PP bias and integrate this into whole school process
6	PP students' Home Learning Environment, Social Capital and Parental Engagement (e.g. attendance at parents evening) is on average lower than their peers
7	The impacts of COVID19 and lockdown have had a disproportionate effect on PP students compared to their peers
8	High attaining pupils who are eligible for PP are making less progress

## 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
Improve student outcomes at the end of Key Stage 3 (GCSE from 2024)	Attainment and progress gap between PP and non-PP reduces.
Improved quality of teaching and learning with 'quality first teaching' in all classrooms	Learning walks, book looks and department reviews (eDRL) identifies that all students experience lessons that enable at least good progress to be made.
Improve attendance of PP students	Attendance for PP in line with peers by 2024
Improve PP students' attitude to learning and reduce the number of C's (consequences) given to PP students so it is in line with their peers	<ul style="list-style-type: none"> <li>Effort grades from reports for PP is in line with peers by 2024.</li> <li>Number of C's of PP students is in line with peers by 2024.</li> <li>For the % of PP students' that receive fixed term exclusions to fall year or</li> </ul>

	year, with the aim of being equivalent to their peers in 2024.
Aspirations and expectations of all students is raised within the classroom	Higher percentage of PP students seeking post-16 education in 2024
Increase PP parents' engagement with school	Attendance at parents evening for PP is in line with peers by 2024
Engagement of PP students in wider school life	PP students have full access to all entitlement curriculum extra-curricular activities and numbers within after school activities is increased

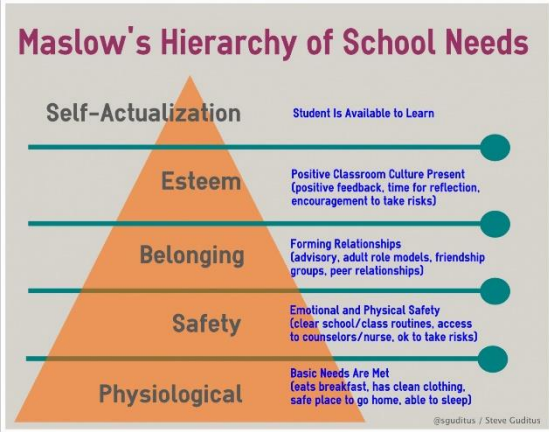
## Activity in this academic year

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher.	1 and 3
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. This includes the use of mint class to position students for best learning and sharing of strategies and developing questioning techniques within the lesson for example cold calling	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. <ul style="list-style-type: none"> <li>• Interleaving and questioning +7 Months</li> <li>• Assessment for learning / feedback + 6 Months</li> </ul>	1, 4, 5 and 8
CPD and T&L developments to develop consistent high quality behaviour for learning techniques in all lessons	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4, have a benefit of significant improvement in learning i.e. +4 Months to learning	1, 3 and 4
Regular assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact	1, 3 and 5

<p>QA led by teaching and learning Team, SLT and Subject Leaders to provide developmental feedback, identify training needs and to share best practice.</p>	<p>DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	<p>1, 3 and 8</p>
<p>Develop good student feedback</p>	<p>We want to invest in longer-term change, which will help all pupils. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment (+ 8 months), and it is suitable as an approach that we can embed across the school. Particular focus on responding to marking from Examinations to build resilience in this group.</p>	<p>1 and 3</p>
<p>Removing some of the barriers to learning will improve the behaviour of these students and their engagement/learning in lessons</p>	 <p><b>Maslow's Hierarchy of School Needs</b></p> <ul style="list-style-type: none"> <li><b>Self-Actualization</b>: Student is Available to Learn</li> <li><b>Esteem</b>: Positive Classroom Culture Present (positive feedback, time for reflection, encouragement to take risks)</li> <li><b>Belonging</b>: Forming Relationships (advisory, adult role models, friendship groups, peer relationships)</li> <li><b>Safety</b>: Emotional and Physical Safety (clear school/class routines, access to counselors/nurse, ok to take risks)</li> <li><b>Physiological</b>: Basic Needs Are Met (eats breakfast, has clean clothing, safe place to go home, able to sleep)</li> </ul> <p><small>@sguditus / Steve Guditus</small></p>	<p>1, 4 and 7</p>

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject specific revision and intervention sessions. e.g. In school & lunchtime sessions providing specific revision material e.g. revision guides	Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.  In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.	1, 3, 6 and 7
Careers events planned to raise aspirations	CEC report (2020): <u>highlights importance of careers guidance</u> . Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	6 and 8
Fast Track Group and Use of <b>Power Up</b> .	EEF website highlights that using strategies which support reading and comprehension lead to +5 months impact. 'Nothing is more important in education than ensuring that every child can read well.	1 and 3
Small group tuition using English and Maths Learning Mentors	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1 and 3
External Tuition for Key Students	EEF T+L Toolkit – One to one tuition +5 months	1, 3 and 7
Homework Club	EEF T+L Toolkit – Extending school time +3 months EEF T+L Toolkit – Teaching Assistant Interventions +4 months	1, 3 and 7

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality pastoral care including mentoring and support of vulnerable students by Behaviour Managers</p>	<p>EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	<p>2, 4, 6 and 7</p>
<p>Expand the alternative provision (AP) on site and the staff who deliver this</p>	<p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	<p>2, 4 and 7</p>
<p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> <li>• First day response provision</li> <li>• SLT and Tutor s to track persistent absenteeism</li> <li>• Use of rewards to improve PP Low attenders</li> <li>• Incorporate attendance into transition planning</li> <li>• Work with PP parents and students to identify specific barriers to attendance</li> </ul> <p>Target support based on specific barriers</p>	<p>Research presented by organisations such as Welsh Assembly Government (2011) &amp; Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>	<p>1, 2 and 6</p>



Work with partners (DFE, BG etc) to provide laptops and ICT access for all students	Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.	6 and 7
Monitor the Consequence System to prevent FTE (fixed term exclusions).	Effect sizes reported by Hattie (2016) show that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive outcome on student outcomes.	2 and 4
Increase Parents Evening engagement by: <ul style="list-style-type: none"> <li>• Develop early online booking for PP parents</li> <li>• Where PP parents have not attended, encourage alternative contact via Pastoral staff</li> </ul>	Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap) EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	6
Continued development of leadership of PP e.g. Continued appointment of pupil premium Co-ordinator	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	5
Increase number of careers events attend by students	CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	6 and 8
Ensure robust tracking systems are in place	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement	1, 2, 3, 4 and 8
PASS Assessment	EEF T+L Toolkit – Social and emotional learning +4 months	4
Music Lessons	Research into Music Participation has shown that it can help with specific issues such as attendance, focus in lessons, growth mindset, self-confidence, and improving behaviour. EEF toolkit rates Arts Participation	1, 4, 6 and 7

	as +2 impact on PP attainment across a range of subjects.	
Involvement and tracking of extracurricular clubs	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). The EEF have said that being involved in extra-curricular sporting activities may increase attendance and retention.	2 and 6
Mental Health Awareness for staff and students.	Evidence shows that children with mental health issues are reported to achieve lower levels of educational attainment and progression, with higher levels of school absence. It has also been found that children with mental health issues have a much higher risk of social problems within school. This group of children are at higher risk of expulsion due to behavioural problems. <i>Children's Commissioner for England</i>	1, 2, 4 and 6

**Total budgeted cost: £ 214,809**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

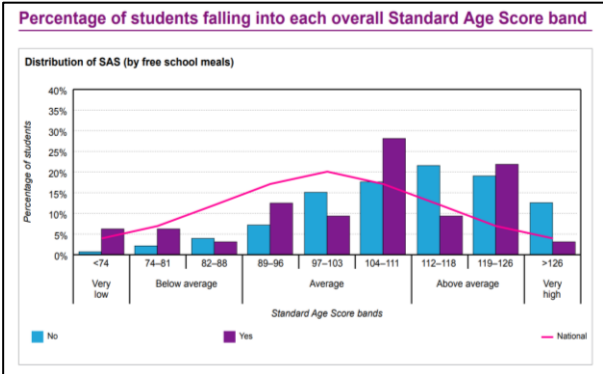
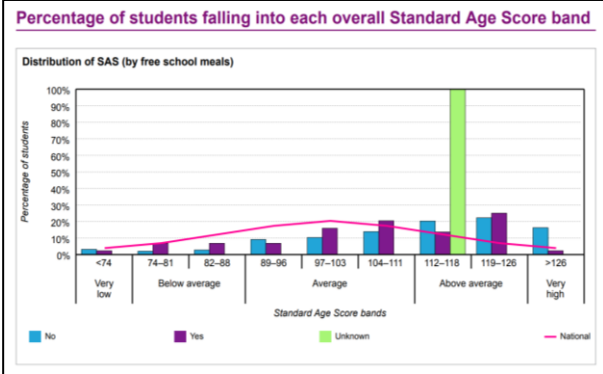
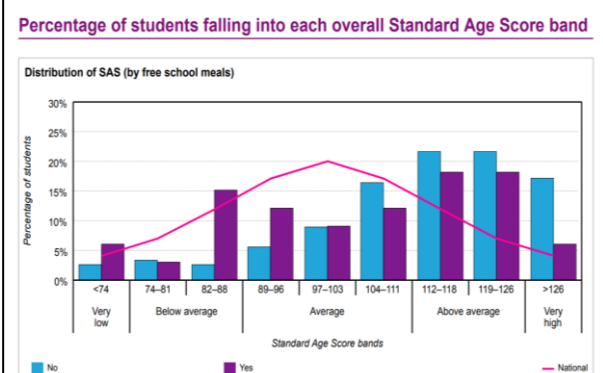
	English	Design	French	Geog	History	Maths	Science	Drama	Music
<b>Grades 9-4 (%)</b>									
All	80%	84%	72%	79%	79%	88%	87%	76%	79%
<b>All national</b>	70%	72%	79%	73%	71%	65%	61%	81%	84%
Male	79%	83%	62%	77%	78%	89%	88%	74%	76%
Female	80%	86%	80%	82%	80%	86%	86%	78%	82%
H	100%	100%	100%	100%	96%	100%	100%	77%	94%
M	82%	90%	76%	85%	83%	94%	92%	82%	80%
L	43%	38%	14%	26%	38%	43%	45%	40%	57%
PP	63%	68%	53%	56%	61%	64%	68%	59%	66%
<b>PP National</b>	54%					55%			
not PP	83%	88%	76%	85%	83%	93%	91%	80%	82%
SEND	42%	48%	21%	42%	33%	50%	48%	48%	50%

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £50,000**

**Total Cost: £68,570**

Activity	Impact	Cost
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Collaborative leadership has provided a strategic direction and management of a Department throughout the school to secure high quality teaching and learning, to raise standards of attainment and to ensure the progress, achievement and enjoyment of all pupils.	Second in departments for Science, English, Maths and Design <i>Approx. £5000 TLR</i>
<b>Next steps for 2022-23</b>		
<ul style="list-style-type: none"> <li>Recruitment of teachers/leaders with GCSE experience</li> </ul>		
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. This includes the use of mint class to position students for best learning and sharing of strategies and developing questioning	Teachers have outstanding subject knowledge and subject leaders put in appropriate support where necessary. Frequency of low stake quizzes has increased and is now regular practice for most departments. Quality of Questioning techniques are improving and frequency of Live Marking to give students instant feedback.	Mint Class <i>Approx. £1400</i> Time to develop seating plans <i>Approx. £6000</i> Curriculum Development (1 day per department) <i>Approx. £2500</i>

<p>techniques within the lesson for example cold calling</p>	<p>Curriculum Materials <i>Approx. £3000</i></p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Use Arbor to set up seating plans and PP students have premium seat and where they can track the teacher.</li> <li>• Seating plans are printed and annotated</li> <li>• CPD on questioning techniques</li> </ul>	
<p>CPD and T&amp;L developments to develop consistent high-quality behaviour for learning techniques in all lessons</p>	<p>Teachers have developed clear department routines and high expectations for all students. Teachers have used the Professional Pathways to develop their own classroom practice and within their teams.</p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Develop 'LEARN' to develop behaviour for learning techniques</li> </ul>	<p>4 CPD sessions for teaching staff <i>Approx. £8000</i></p>
<p>Regular assessments to identify underperforming students and to signpost interventions.</p>	<p><u>Year 7 English GL assessment</u></p>  <p><b>Percentage of students falling into each overall Standard Age Score band</b></p> <p>Distribution of SAS (by free school meals)</p> <p><u>Year 8 English GL assessment</u></p>  <p><b>Percentage of students falling into each overall Standard Age Score band</b></p> <p>Distribution of SAS (by free school meals)</p> <p><u>Year 9 English GL assessment</u></p>  <p><b>Percentage of students falling into each overall Standard Age Score band</b></p> <p>Distribution of SAS (by free school meals)</p>	<p>GL Assessment-English <i>Approx. £6000</i></p>

	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• New MIS system (marksheets) to include the intervention strategies column previously used in SIMS and in the gingerbread analysis</li> <li>• Spotlight students identified by Heads of Progress with PP students clearly identified.</li> </ul>	
QA led by teaching and learning Team, SLT and Subject Leaders to provide developmental feedback, identify training needs and to share best practice.	Good practice regularly seen around school through learning walks and extended lesson visits. Maths Peer review positive – “teaching was enthusiastic creating a positive atmosphere in lessons, with students keen to learn and show success”	QA monitoring <i>Approx. £2000</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Quality Assurance Systems reviewed</li> </ul>	
Develop good student feedback	Quality of Questioning techniques are improving and frequency of Live Marking to give students instant feedback. Our main strategy is to mark/feedback on your PP students books first	Teacher Feedback to PP students <i>Approx. £5000</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Use of iPads to develop ‘LIVE’ marking techniques</li> </ul>	
Removing some of the barriers to learning will improve the behaviour of these students and their engagement/learning in lessons	We ensure that we create a culture of inclusion. We have reduced parental stress by removing barriers. We have decreased the amount of admin time phoning parents when students have not got correct uniform or PE uniform.	Uniform Costs <i>Approx. £600</i> Home to School Transport <i>Approx. £1950</i> Revision Packs for all year groups. <i>Approx. £600</i> Design and Technology Contribution (including food) <i>£3000</i> Book Buzz <i>Approx. £2000</i> Book Fair <i>Approx. £320</i> Dyslexia Screening <i>Approx. £200</i> Educational Psychologists <i>Approx. £6000</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Due to cost of living there has been an increase in support for uniform and PE uniform</li> <li>• Having stationary available for PP students.</li> <li>• Reading and Oracy has to be developed in all curriculum areas</li> </ul>	

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

Budgeted cost: £63,000

Total cost: £53,000

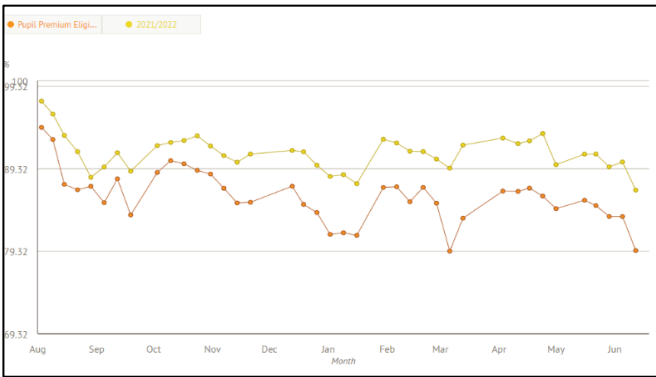
Activity	Impact	Cost
Providing subject specific revision and intervention sessions. e.g. In school & lunchtime sessions providing specific revision material e.g. revision guides	<p>A target group of 6 students who were unable to swim, or very weak swimmers, were placed in the shallow pool with our swimming coach. The progress the students have made is second to none!!</p> <p>*One student has gone from being very uncomfortable about getting in the pool, to completely enjoying the experience, and so looks forward to the sessions each week.</p> <p>*Another has been moved up as he is now a more confident swimmer! But above all, they are all stronger swimmers, and their confidence is growing. Some of the students very rarely go swimming, so it is a great opportunity for them.</p>	<p>Swimming Tuition <i>Approx. £1500</i></p> <p>MyMaths <i>Approx. £650</i></p> <p>Educational Subscriptions <i>Approx. £650</i></p>
<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• <i>Revision Guides issued at the start of the year for English, Maths and Science</i></li> <li>• <i>Year 10 Revision opportunities in Academic Intervention and after school</i></li> </ul>		
Careers events planned to raise aspirations	<p>Careers month was so inspiring for all students to have understanding where certain subjects can take you. Year 8 and 9 had a careers fair in the summer term where local businesses volunteered to talk to students about their role and qualifications needed.</p>	<p>Advice <i>Approx. £400</i></p>
<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• <i>Work experience for Year 10 students</i></li> <li>• <i>Aim Higher events including university visits</i></li> <li>• <i>Brilliant Club – raise aspirations for high attaining Pupil Premium</i></li> <li>• <i>Launch the Platinum scholars</i></li> </ul>		
Fast Track Group and Use of <b>Power Up</b> .	<p>Students have been working with our SEND department to develop their Literacy confidence. Interventions are put in place and monitored over the year.</p>	<p>Lexia Power Up 3 years <i>Approx. £8000</i></p>
<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• <i>Increase number of students with log ins</i></li> <li>• <i>Track progress of students that use at home</i></li> </ul>		

<p>Small group tuition using English and Maths Learning Mentors</p>	<p><b>Percentage of students falling into each overall Standard Age Score band</b></p> <table border="1"> <caption>Distribution of SAS (by free school meals)</caption> <thead> <tr> <th>Standard Age Score bands</th> <th>No (Free school meals)</th> <th>Yes (Free school meals)</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>&lt;74 (Very low)</td> <td>~3%</td> <td>~6%</td> <td>~5%</td> </tr> <tr> <td>74-81 (Below average)</td> <td>~4%</td> <td>~4%</td> <td>~8%</td> </tr> <tr> <td>82-88</td> <td>~4%</td> <td>~15%</td> <td>~12%</td> </tr> <tr> <td>89-96</td> <td>~6%</td> <td>~12%</td> <td>~18%</td> </tr> <tr> <td>97-103 (Average)</td> <td>~9%</td> <td>~9%</td> <td>~20%</td> </tr> <tr> <td>104-111</td> <td>~16%</td> <td>~12%</td> <td>~15%</td> </tr> <tr> <td>112-118 (Above average)</td> <td>~22%</td> <td>~18%</td> <td>~10%</td> </tr> <tr> <td>119-126</td> <td>~22%</td> <td>~18%</td> <td>~6%</td> </tr> <tr> <td>&gt;126 (Very high)</td> <td>~17%</td> <td>~6%</td> <td>~4%</td> </tr> </tbody> </table>	Standard Age Score bands	No (Free school meals)	Yes (Free school meals)	National	<74 (Very low)	~3%	~6%	~5%	74-81 (Below average)	~4%	~4%	~8%	82-88	~4%	~15%	~12%	89-96	~6%	~12%	~18%	97-103 (Average)	~9%	~9%	~20%	104-111	~16%	~12%	~15%	112-118 (Above average)	~22%	~18%	~10%	119-126	~22%	~18%	~6%	>126 (Very high)	~17%	~6%	~4%	<p>English Learning Mentor  <i>Approx. £16,000</i>          Maths Learning Mentor  <i>Approx. £16,000</i></p>
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119-126	~22%	~18%	~6%																																							
>126 (Very high)	~17%	~6%	~4%																																							
<p><b>Next steps for 2022-2</b></p> <ul style="list-style-type: none"> <li>• Small groups of students identified from assessment and interventions tracked through the year using Arbor for English and Maths</li> <li>• Quality Assure group tuition and in class support as part of the school monitoring system.</li> </ul>																																										
<p>External Tuition for Key Students</p>	<p>Students that have taken part in tutoring at Elite have said it has built their confidence around a subject area.</p>	<p>Elite tutoring  <i>Approx. £9000</i></p>																																								
<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Meet with Elite to discuss individual students so we can identify a plan to build of areas that have been identified.</li> </ul>																																										
<p>Homework Club</p>	<p>Students have enjoyed attending homework club and feel supported by the LSAs that run it. They are given 1:1 support or work in small groups to revise for a key assessment.</p>	<p>Staffing Costs LSA X2  <i>Approx. £800</i></p>																																								
<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Offer a lunch time homework/catch up session due to transport of our PP students.</li> </ul>																																										

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

**Budgeted cost: £64,365**

**Total cost: £55,100**

Activity	Impact	Cost
Provide high quality pastoral care including mentoring and support of vulnerable students by Behaviour Managers	<p>The school counsellor provision is clearly having a positive impact as numbers of concerns being logged which are related to mental health have declined. We've worked through some of our most significant students and are now in a place to take other (possibly lower-level) referrals as we move further into the autumn term.</p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Counsellors interventions/recommendations for student support is communicated with key staff</li> </ul>	<p>Counsellor support <i>Approx. £5900.</i></p> <p>Forest Schools including training <i>Approx.£8000</i></p>
Expand the alternative provision (AP) on site and the staff who deliver this	<p>Willow House has reduced repeated exclusion of students so they can be bridged back into school and lessons</p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Curriculum plan for students attending Willow House</li> <li>Develop bridging strategies so students are successful in their transition from Willow House</li> <li>Monitoring of the teaching and learning of Willow House</li> </ul>	<p>Willow House Staffing <i>Approx. £12,000</i></p>
<p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> <li>First day response provision</li> <li>SLT and Tutors to track persistent absenteeism</li> <li>Use of rewards to improve PP Low attenders</li> <li>Incorporate attendance into transition planning</li> <li>Work with PP parents and students to identify specific barriers to attendance</li> <li>Target support based on specific barriers</li> </ul>	<p>This is an ongoing area of concern with PP attendance at 86.7% compared to 91.8% for the rest of the school.</p>  <p>There have been individual PP successes throughout the year with the incentive schemes. Effective intervention to support strong attendance of disadvantaged students in place. Disadvantaged students given priority with school systems for tracking and acting upon attendance issues.</p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Form tutors tracking attendance with weekly reports</li> <li>Use PASS survey to identify students who have a low score for attitude towards school</li> </ul>	<p>Family Liaison Officer <i>Approx. £8000</i></p> <p>Attendance Rewards <i>Approx. £1000</i></p>



Work with partners (DFE, BG etc) to provide laptops and ICT access for all students	We have removed any digital barriers for our PP students. Laptops are provided if parents/students need them to complete homework and coursework.  Where students were not completing online Maths homework they are now able to complete that home and/or get support from homework club.	Laptops <i>Approx. £600</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Support Year 7 and 10 PP students/parents with the iPad scheme</li> </ul>	
Monitor the Consequence System to prevent FTE (fixed term exclusions).	Our mantra of “we include not exclude” continues to have an impact with exclusions in the summer term as it was significantly lower than the same time last year.  Our inclusion provision at Willow House has had an impact on these figures and our pastoral team is constantly looking for ways to engage with students most likely to face exclusion.	3-6 Provision <i>Approx. £2000</i> Willow House <i>(See Willow House)</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Embed the suspension protocol</li> <li>Form tutors/HOPs and CaG track consequences with a daily report</li> </ul>	
Increase Parents Evening engagement by: <ul style="list-style-type: none"> <li>Develop early online booking for PP parents</li> <li>Where PP parents have not attended, encourage alternative contact via Pastoral staff</li> </ul>	There is a significant number of PP parents and students that have not attended parents evening using the new virtual system. Support has been put in place to make appointments for the evenings and that has been successful with those students.  Teachers have organised telephone conversations for any parents that did not attend on the evening and after.	School Cloud <i>Approx. £1000</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Drop in session for PP students to discuss progress with key members of staff including HoPs and SLT</li> <li>Use a key worker system for high profile students during this drop-in session.</li> </ul>	
Continued development of leadership of PP e.g. Continued appointment of pupil premium Co-ordinator	The PP coordinator has worked with key staff to assess students needs and use the funding to improve attainment , drawing on evidence of effective practice	PP Coordinator <i>Approx. £3600</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Pupil Premium Peer Review</li> <li>Governor Link Visit</li> <li>Develop the student/progress monitoring spreadsheet</li> </ul>	
Increase number of careers events attend by students	We have started to build up our community contacts with local businesses since the pandemic. The sTEAM show allowed us to showcase our students projects and see how extremely talented they were.	Rolls Royce <i>Approx £400</i> STEAM show <i>Approx. £500</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>Continue to offer coaching for the STEAM show projects.</li> <li>Career focussed trips for all years</li> <li>Visits to different educational settings for example local colleges and universities.</li> <li>Medical Mavericks</li> </ul>	

<p>Ensure robust tracking systems are in place</p>	<p>The finance system and been developed to track the spend of individual PP students. This has allowed us to track the spend and communicate with parents and the LA for LAC students. Key performance indicators have been tracked on termly reports</p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Arbor will allow to track Key Performance Indicators for PP students</li> <li>• Spreadsheet will be developed to track spend and progress</li> <li>• Involve tutors on the progress of PP students in their forms</li> </ul>	<p>Meeting time <i>Approx. £1000</i></p>																																																																																																				
<p>PASS Assessment</p>	<p>Pass Assessment Results for FSM</p> <div data-bbox="459 517 1114 1196"> <p><b>Level 2: Free school meals</b></p> <p><b>PASS factors analysed by free school meals</b></p> <table border="1"> <thead> <tr> <th colspan="10">Free school meals mean percentages</th> </tr> <tr> <th>PASS Factor</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> <tr> <th></th> <th>Feelings about school</th> <th>Perceived learning capability</th> <th>Self-regard as a learner</th> <th>Preparedness for learning</th> <th>Attitudes to teachers</th> <th>General work ethic</th> <th>Confidence in learning</th> <th>Attitudes to attendance</th> <th>Response to curriculum demands</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>75.0%</td> <td>73.0%</td> <td>62.5%</td> <td>80.5%</td> <td>75.1%</td> <td>75.1%</td> <td>66.1%</td> <td>69.8%</td> <td>67.4%</td> </tr> <tr> <td>Yes</td> <td>71.1%</td> <td>67.4%</td> <td>57.9%</td> <td>76.8%</td> <td>74.9%</td> <td>71.4%</td> <td>58.6%</td> <td>64.6%</td> <td>63.1%</td> </tr> </tbody> </table>   <table border="1"> <thead> <tr> <th colspan="10">Free school meals percentiles</th> </tr> <tr> <th>PASS Factor</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> <tr> <th></th> <th>Feelings about school</th> <th>Perceived learning capability</th> <th>Self-regard as a learner</th> <th>Preparedness for learning</th> <th>Attitudes to teachers</th> <th>General work ethic</th> <th>Confidence in learning</th> <th>Attitudes to attendance</th> <th>Response to curriculum demands</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>55.2</td> <td>41.2</td> <td>47.3</td> <td>60.5</td> <td>57.4</td> <td>60.1</td> <td>57.9</td> <td>50.3</td> <td>45.2</td> </tr> <tr> <td>Yes</td> <td>43.3</td> <td>24.0</td> <td>33.6</td> <td>51.3</td> <td>57.4</td> <td>36.3</td> <td>39.9</td> <td>36.3</td> <td>45.2</td> </tr> </tbody> </table> </div> <p>The pass assessment was used by our pastoral team to identify key interventions for our PP students with lower scores that are not PP. Students developments were discussed in Care and Guidance meeting to identify next steps.</p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Form tutors/teachers developing strategies for key students using the Pass Assessment results</li> </ul>	Free school meals mean percentages										PASS Factor	1	2	3	4	5	6	7	8	9		Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands	No	75.0%	73.0%	62.5%	80.5%	75.1%	75.1%	66.1%	69.8%	67.4%	Yes	71.1%	67.4%	57.9%	76.8%	74.9%	71.4%	58.6%	64.6%	63.1%	Free school meals percentiles										PASS Factor	1	2	3	4	5	6	7	8	9		Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands	No	55.2	41.2	47.3	60.5	57.4	60.1	57.9	50.3	45.2	Yes	43.3	24.0	33.6	51.3	57.4	36.3	39.9	36.3	45.2	<p>Pass Assessment <i>Approx. £5000</i></p>
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<p>Music Lessons</p>	<p>Students attending music lessons are making good progress and this can be seen in the Music results for PP students. PP students also take part in the Christmas and Summer concert to build confidence and other key skills. The Rock Band has developed their oracy skills within their practise sessions.</p> <p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Track student progress each term</li> </ul>	<p>Music lessons <i>Approx. £1500</i> Music Books/Equipment <i>Approx. £100</i></p>																																																																																																				
<p>Involvement and tracking of extracurricular clubs</p>	<p>Departments track individual clubs and students that attend. Due to a lot of students going home by bus a number of them may not be able to attend because of transport. We have used transport to remove the barrier of being unable to attend.</p>	<p>External Clubs <i>£500</i> Transport <i>(see barriers)</i></p>																																																																																																				

	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Invite Pupil premium students to events and clubs</li> <li>• Use Arbor to track clubs including sports and other extra-curricular events</li> </ul>	
Mental Health Awareness for staff and students.	Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the pandemic and remains an ongoing concern despite intervention. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.	KISP <i>Approx. £4000</i>
	<p><b>Next steps for 2022-23</b></p> <ul style="list-style-type: none"> <li>• Continue to use KISP for targeted support with PP students.</li> <li>• Develop the well being area so students can have access to a quiet space and support from the Care and Guidance team.</li> </ul>	

### Spending for stationary, curriculum resources and printing - £2000

**Total Budget for 2021-22: £177,365**

**Total Spend for 2021-2022: £ 178,670**

### 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?	<i>See above</i>

## 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.*