

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bridgewater High School
Number of pupils in school	1546
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2019-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tim Long
Pupil premium lead	Peter Jones
Governor / Trustee lead	Mark Kueres

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,390
Recovery premium funding allocation this academic year	£ 25,198

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£215,588

Part A: Pupil Premium strategy plan

Statement of intent

Bridgewater High School is committed to providing a first-class education for all its students. Disadvantaged students are no different. They have the same entitlement to access this first-class education which is why we expect them to follow the same curriculum as non-disadvantaged students.

However, we recognise that some Disadvantaged students in particular may have barriers that prevent them fully accessing this first-class curriculum. Therefore, our primary strategy is to identify what these barriers to learning are and then to provide students with the strategies to overcome these barriers.

The structure of the strategy adopts the principle outlined as “A tiered approach to Pupil Premium spending” in THE EEF GUIDE TO THE PUPIL PREMIUM (June 2019 EEF) focussing on

- Teaching
- Targeted Academic Support
- Wider Strategies

The strategy will help every young person develop as a whole person, fulfil his/her potential and contribute towards a future built upon the social and economic well-being of the individual, the local community and the wider world.

At Bridgewater we are committed to providing a curriculum that is broad, balanced, and challenging, which builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.

Bridgewater High students join the school with higher than average levels of attainment and the majority move onto A-Levels and University. Our curriculum is designed around making that route accessible for all, through strong Ebacc subject pathways, specific teaching of meta-cognition in all key stages and **bespoke pathways for those students who may be disadvantaged through social or SEND circumstances.**

As an academic school that is inclusive of every pupil, the planned curriculum recognises the value that creative, practical and vocational learning brings to students character and personal development and aims to use this to complement traditional pathways.

The planned curriculum aims to develop students personally, through planned tutorial programmes and the taught curriculum. It intends to educate students to live safe, healthy and fulfilling lives, who have the confidence to make a positive contribution to society and become responsible citizens. (see Personal Development).

To enable this to happen our curriculum is planned around the following **6 dimensions**:

1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocab and literacy
4. Subject content which is Aspiring, Inspiring and 'Real World Learning'
5. Memory and Cognition.
6. Assessment. Clarity around the end points and the assessment of what students know and can do.

Bridgewater Personal Development Intent

Bridgewater High is committed to the holistic development of every student.

Our approach to Personal Development aims to keep **all** students in education and to provide them with the lifelong skills to access both the taught curriculum and their inner self. We aspire for students to be resilient, confident and independent to empower them to continue to live *safe, healthy and fulfilling lives* as they contribute to modern Britain.

We regard Personal Development as equally important as the taught curriculum as this will provide the skills and nurture the qualities needed for all pupils to make the most of future opportunities and we provide **bespoke pathways for those students who may be disadvantaged through social or SEND circumstances**.

To enable this to happen Personal Development is planned around the following **6 dimensions**:

7. Sense of Responsibility and Respect
8. Sense of Resilience
9. Sense of the modern world
10. Sense of Aspiration
11. Sense of Health and Wellbeing
12. Sense of Safety and Risk Awareness

Challenges

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

Challenge number	Detail of challenge
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1a b c	<ul style="list-style-type: none"> • Progress in lessons • engagement in the taught curriculum • lower levels of literacy
2	<ul style="list-style-type: none"> • Gaps in knowledge (including literacy, vocabulary & oracy skills)
3a b c	<ul style="list-style-type: none"> • Attendance • Engagement in school life of parents & carers • Aspirations post 16

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
<p>Improve the quality of teaching: Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving</p>	<ul style="list-style-type: none"> • clarity is created at all levels of how the curriculum is sequenced and an assurance that content is challenging and builds on and supports learning • appropriate pedagogy is developed to support pupils to remember, long term, crucial content needed for subsequent learning (KOs) • Whole School Assessment is reviewed to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence. • Creation of whole school literacy policy which improves reading and inference.
<p>Improving Targeted academic support: Ensure the strategic targeted intervention to reduce gaps in knowledge which are evident on entry and for those not making good progress across the spectrum of achievement. Use classroom teachers, teaching assistants and tutors to provide early targeted academic support which is linked to classroom teaching</p>	<ul style="list-style-type: none"> • targeted small group and 1:1 intervention, which have high impact in the short term, gets students 'back on track' • targeted small group 1:1 intervention during subject time to support those students who are at risk of falling behind the planned sequence of learning, keeps pp pupils 'on track'. • students literacy skills, oracy skills and vocabulary is improved

<p>Wider strategies: Reduce the most significant non-academic barriers to success in school – attendance, engagement & post 16 aspiration</p>	<ul style="list-style-type: none"> • NEET Figures remain at 0 • Attendance of pp pupils is increased • Persistent absence of pp pupils is reduced • the information sharing of the wider contexts of and individual barrier for PP students is improved • parental engagement for PP students is increased • student’s engagement in enrichment activities is increased • the long-term mental health of PP students is improved
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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

Budgeted cost: £ 81500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create clarity at all levels of how the curriculum is sequenced and an assurance that content is challenging and builds on and supports learning</p>	<p><i>“The EEF Guide To Supporting School Planning: A Tiered Approach To 2021” identifies teaching as the most important factor in improving outcomes for pupils with particular reference to the following :-</i></p>	<p>1b 2</p>
<p>Develop appropriate pedagogy to support pupils to remember, long term, crucial content needed for subsequent learning (KOs)</p>	<p><i>1 high quality instruction in the classroom 2 deep subject knowledge and a flexible understanding of the content</i></p>	<p>1a 1b 2</p>

<p>Review Whole School Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence.</p>	<p><i>3 High-quality assessment</i> <i>4 Whole-school planning that focuses on high-quality teaching with sustained professional development</i></p>	<p>1a 2</p>
<p>Deliver a whole school literacy policy which improves reading and inference.</p>	<p><i>Alex Quigley’s research states Reading is the key to learning. Academic reading helps pupils access the school curriculum. As such, every teacher should know how children learn to read, before going on to ‘read to learn’.</i> <i>The EEF reports that Fresh Start shows ‘considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.’ Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.</i> <i>EEF identifies comprehension-based interventions as high-impact.</i> <i>Evidence suggests that 6 hours on this programme can lead to pupils making Reading Age gains of 27 months</i></p>	<p>1c</p>

Targeted academic support

Budgeted cost: £ 41350

<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>
<p>KS4 Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students ‘back on track’.</p>	<p><i>The EEF Guide To Supporting School Planning: A Tiered Approach To 2021”</i> <i>Identifies key areas for Targeted academic Support :-</i> <i>High-quality one to one and small group tuition</i> <i>Teaching assistants and targeted support</i> <i>Academic tutoring</i></p>	<p>1abc 2</p>

<p>KS3 Deliver targeted small group 1:1 intervention during subject time to support those students who are at risk of falling behind the planned sequence of learning, to 'keep on track'</p>	<p>The Guide states <i>“High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support”</i></p>	<p>1abc 2</p>
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Wider strategies

Budgeted cost: £ 68400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the information sharing of the wider contexts of and individual barrier for PP students</p>	<p>The EEF Attainment Gap Report states <i>“The transition between phases of education –notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.”</i></p>	<p>3bc</p>
<p>Improve parental engagement for PP students</p>	<p>The EEF Guide To Supporting School Planning:A Tiered Approach To 2021 states :- <i>“School leaders and teacherssustain communications and partnerships with parents and care givers during school closures. Close engagement during this challenging time was clearly crucial to ensure that pupils were supported to learn and thrive, and that parents were able to provide this support without the expectation that they fulfil the role of teacher.”</i></p>	<p>3b</p>
<p>Improve POST 16 aspirations for PP students through CIAEG.</p>	<p>To ensure that all PP pupils have a positive transition from school to post 16 education/training and start confidently in their new settings. Helping pupils to make the right choices is closely linked to success in their new setting and enables them to better adapt to new academic challenges</p>	<p>3c</p>

	and curriculums. New transition points are significantly important for PP pupils.	
Increase PP student's engagement in enrichment activities. Continue to deliver an extensive enrichment programme aimed at developing student's social skills, confidence and providing additional opportunities to explore Interests and Create Broader Perspectives.	<p>Extracurricular activities have a wide range of benefits, proven by research including developing social skills, confidence and positive outcomes such as improving attendance at school.</p> <p>They also provide a space for children and young people to learn new skills, have fun and relax away from their academic work</p>	3b
Improve the attendance of PP students	<p>"The EEF Guide To Supporting School Planning:A Tiered Approach To 2021" states:-</p> <p><i>"..Schools will be deploying a range of wider strategies to support their pupils There may be new barriers to success in school, such as reduced attendance... which may affect the behaviour of some pupils"</i></p>	3a
Improve the long-term mental health of PP students: <i>sessions for those deemed more vulnerable on returning from lockdown.</i>	<p>Our own evidence collected from a number of survey's (Wellbeing Survey, Pupil voice, Learning Walks and QA etc) highlights key areas where pupils need additional support.</p> <p>HOY's and aHOY's have flexibility within the PD mapping to respond to emerging needs and sessions were put in place accordingly.</p>	3ab
Improve staff understanding of ACES impact	<p>The EEF Guide To Supporting School Planning:A Tiered Approach To 2021 states :-</p> <p><i>"A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to meet the needs of pupils this year..... sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs."</i></p>	3bc

Total budgeted cost: £ 190390pp +

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Improve the quality of teaching: Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Target	Action	Review September 2021
Create clarity at all levels of how the curriculum is sequenced and an assurance that content is challenging and builds on and supports learning	Create a minimum standard to assess curriculums against	Initial process took place. TS had curriculum conversations with all HoFs/HoDs and there was a QA process. All areas received an overview of curriculum strengths and areas for development.
	Create opportunities for curriculums to be routinely discussed by curriculum leaders and teaching staff Complete COVID GAP Analysis and amend Curriculum models accordingly	Reflective / self-evaluation documents were produced to focus conversations on the curriculum (based on the totality of the curriculum and the 6 guiding principles of the curriculum intent overview). Links to curriculum conversations highlighted in 1.3
	Provide a coaching model for curriculum leaders to guide their thinking.	Partly linked to 1.2. TS produced the process to develop curriculum conversations in the short term and long term. TE and TS to lead out but disrupted by COVID
	Create a QA process of testing out clarity at the class teacher level. FDP incorporates development of appropriate pedagogy online and implement a Remote Learning Scaffold to gain consistency in quality online teaching (EEF)	Process created and implemented Spring Term 2020. Faculties reached various points with the process. The Remote learning Scaffold was incorporated into FDP Feb 2021. The process will be reviewed and incorporated into the Quality Assurance & Standards Tracker for Autumn 2021
Develop appropriate pedagogy to support pupils to remember, long term, crucial content needed for subsequent learning (KOs)	Deliver CPD around memory and the use of KOs Staff awareness now needs to be raised re. ensuring KOs are being utilised through online learning also.	TE has delivered CPD to all staff and this material has been shared with other TCAT T&L leads. The EEF Online Learning Scaffold references recall, and further sharing will take place. PD session (ADM) created for pupils based on how they learn 'How the brain works?' and the importance of cognitive load theory linked to memory. Delivered by tutors.

		The use of KOs to support learning was a feature throughout lockdown, particularly in practical subjects for which lockdown meant a shift in focus towards theoretical knowledge. This was evidenced through pupil voice. Staff were also guided through how KOs were to be utilised for the knowledge tests which all of Y7 took part in (COVID permitting).
	Use tutor time to deliver a programme of memory/retrieval/revision skills to students form Y7-11 Use selected tutorial sessions to deliver support for pupils in learning remotely	Progress Tutorials programme published and running for both 2019-20 and 2020-21. The programme was continued throughout the time when the school was shut and pupils learnt remotely. Selected sessions in both the Autumn & Spring terms 2021 were adapted to support pupils in learning remotely. The programme has now reverted to in-school teaching for the Summer term and will be reviewed for 2021-22
	Remodel Lesson observations to generate dialogue around pedagogy Deliver the "The Big Share" (Prof networking)	
	Create a QA process of testing out clarity at the class teacher level. FDP incorporates development of appropriate Pedagogy online and implement a Remote Learning Scaffold to gain consistency in quality online teaching (EEF)	Process created and implemented Spring Term 2020. Faculties reached various points with the process. The Remote learning Scaffold was incorporated into FDP Feb 2021. The process will be reviewed and incorporated into the Quality Assurance & Standards Tracker for Autumn 2021
Review Whole School Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence.	Create a whole school assessment review group	New group set up including 4 members of SLT.
	Create clarity about the WHY of assessment	Discussion amongst the group has led to a new assessment policy document (see below) with a particular focus on the WHY of assessment.
	Explore best and most suitable practice including how best to assess through online learning (post-lockdown also).	All HoDs/HoFs contributed to the new policy which features a large array of good practice, always indicating WHY it is used and what action it leads to. Discussions in Curriculum Conversations also highlighted strong online assessment practice.
	Re draft assessment policy	Assessment policy fully re-drafted and shared with HoFs and KS3 coordinators.

Deliver a whole school literacy policy which improves reading and inference.	Use the EEF Implementation model to consider appropriate steps to consistently implement policy.	Covid disruption prevented new whole school strategy merge din to Reading Strategy Covid Recover Plan
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SPENDING = 115 398

Improving Targeted academic support: Ensure the strategic targeted intervention to reduce gaps in knowledge which are evident on entry and for those not making good progress across the spectrum of achievement. Use classroom teachers, teaching assistants and tutors to provide early targeted academic support which is linked to classroom teaching

Target	Action	Review September 2021
Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'.	Deliver tutor lead 1:3 Maths sessions in school for Y11 on Saturday mornings. Implement an Online Tutorial session on Saturday mornings for pupils when Learning Remotely	Saturday morning sessions have been running every Saturday morning since January 2020 when the school has been open to Y11 pupils. Online Saturday Intervention sessions took place in February 2021. Face to face sessions resumed again in person during the Spring Term 2021 for Y11 and continued until they left school. A short programme of Saturday sessions was undertaken by Y10 at the end of the Summer term . They will continue this as Year 11 at the end of September 2021
	Deliver small group 'progress sessions' at KS3, led by the most suitable middle leaders, to improve student's metacognition around knowledge retention.	These sessions did take place before lockdown, but a number of logistical issues hindered their success somewhat. The sessions ceased at lockdown. Knowledge retrieval has, however, become a fundamental part of pedagogy across Bridgewater and learning walks in the summer term focused on how pupils were being aided routinely with regard to knowledge retrieval.
	Deliver targeted intervention in English and Maths at KS3 for those students who did not make appropriate progress at KS2 Create targeted intervention sessions delivered in person for pupils working in school including	The KS3 Catch-up programme was fully operational throughout the second half of the year, featuring mostly online tuition via TLC Live. TLC Live commended us on the strong level of attendance and engagement from Bridgewater pupils. Where certain pupils did not engage so well with the online set-up, one-to-one tuition

	<p>modifying of curriculum for y9 pupils in light of option choices Look at how small group teaching is delivered as per KP scaffold.</p>	<p>with a visiting tutor was provided instead. Various forms of measurement have now been used to ascertain which pupils would benefit most from continuing with the tuition and Y7 data will be analysed for a post-December start.</p> <p>The Accelerate programme was fully operational in Y9 whereby pupils missed lessons they have not opted for next year so as to give them “head-start” sessions for those subjects they *have* chosen.</p>
	<p>Curriculum areas to target PP students with Compulsory Intervention. Improve the pedagogy provided for pupils learning in school during lockdown Spring 2021</p> <p>Implement online targeted support sessions for small groups of identified pupils in y10 & 11 delivered through enrichment curriculum</p>	<p>After school Compulsory Intervention commenced Autumn 2020 for Year 11. In school Maths Intervention sessions run for identified pupils. Online and in school 1 to 1 tutor programme implemented for identified pupils in Maths, English, Science, History. In person support sessions run in school for identified pupils during lock down from February 2021</p> <p>When Identifying pupils for whom Intervention is Compulsory all Departments start with the PP cohort. This was continued with the return to school of Y11 in the Spring Term 2021 and then extended to Years 7 to 10 upon their return</p> <p>The programme will be continued into 2021-22</p>
<p>Deliver targeted small group 1:1 intervention during subject time to support those students who are at risk of falling behind the planned sequence of learning, to ‘keep on track’.</p>	<p>Create a KS3 PP Progress Group to maintain a clear awareness of PP students within the core, made up of KS3 Coordinators, SEN and SLT.</p>	<p>Lockdown has made this harder to facilitate but TE has set up a timetable for when PP pupils can be withdrawn from other subjects in order to receive extra assistance with the core subjects, ready for their return. This started w/c 22nd March. See 1.3</p>
	<p>Identify students at risk of falling behind and use TAs to target support at aiming to minimise that risk and support in class learning. This will no longer be TAs but external tutors.</p>	<p>See 1.3</p>
	<p>Deliver TA training and support materials to ensure they have impact.</p>	<p>More TA’s trained to test and deliver interventions. KS4 interventions under review.</p>
	<p>Prioritise access to SEN support bases before and after school</p>	<p>Once SEN/PP review has been completed (End Feb 2021) PP with SEN K will have a named TA who will track progress/interventions.</p>

	Delivery 'Love of Reading' Library programme to increase library lending/use.	These sessions ran for Y7 and Y8 throughout first half of academic year 2019/20 and the first term of academic years 2020/21. Teams live event for World Book Day to follow 4 th March 2021
Improve students literacy/Vocab/Oracy	PP Library programme to increase library lending/use.	Data indicated that PP borrowing increased

SPENDING = 37780

Wider strategies Reduce the most significant non-academic barriers to success in school.

Target	Action	Review September 2021
Improve the information sharing of the wider contexts of and individual barrier for PP students	Ensure a comprehensive knowledge of PP students prior to transition KS2-3 and 3-4 or at point of admission using FFT and Primary data.	Knowledge of PP cohort up to date 8-11. Year 7 visits did not happen live but did virtually details of Year 7 on tracker.
	To establish a PP tracker to inform early interventions	Tracker established- complete PISPS process continued through autumn and spring 2020-21 live and virtually
	To prioritise resources to identify potential SEN of PP pupils, e.g., diagnostic testing	Diagnostic tools purchased training of staff underway. Need to identify pupils on current data. SEN/PP spreadsheet tracker with testing completed and RAG rating for those to be tested based on Core subject target level and performance.
Improve parental engagement for PP students	To calendar a programme of parental support evenings to include sessions on SMHW/Knowledge Organisers etc	Delayed due to Covid Restrictions
	To work alongside the PP Transition co-ordinator to meet with parents at the point of transition	Delayed due to Covid restrictions
	To ensure that PP students receive all forms of communication including personal phone calls to make them aware of key events	Delayed due to Covid restrictions.

		Virtual Parents Evenings during school lockdown prioritise the contact of PP families to ensure that they had been able to make appointments.
	To schedule 1:1 meeting with parents/carers after each interim cycle	Delayed due to Covid restrictions - Year 9 PP pupils had a virtual Options meeting with Y9 PAM.
Improve POST 16 aspirations for PP students through CIAEG.	To ensure every PP student (KS4) has a 1:1 careers meeting	All Y11 PP pupils received a 1 to 1 careers interview. This was done face to face and remotely.
	To provide trips/visits for PP cohorts to raise aspirations	Delayed due to Covid Restrictions
	To support PP students with college applications etc	All PP students were given support with their post 16 applications.
Increase PP student's engagement in enrichment activities.	To provide an overview of PP entitlement e.g. Literacy leaders/Trips/visits	Core offer being developed covering all wider strategies
	Investigate Low cost/High impact trips/visits	Purchase of Virtual trip trialled in line with Holocaust Memorial Day. AR to continue to look at further visits using Personal Development Weeks.
	Use of SIMS activities to target specific pupils to attend enrichment-based activities	Used throughout the Summer Term to track PP attendance. AR has the stats which make very positive reading.
	Pupil voice to establish what core opportunities PP pupils	PP pupils represented on Student Leadership Team. Further PP Pupils added to Leadership team for this academic year.
Improve the attendance of PP students	To continue with the weekly monitoring of attendance in all current forms	ongoing
	To prioritise support for pupils on FSM including use of school transport	Delayed due to Covid restrictions
	To continue with the SLA with the LA to support FTP	ongoing
	Ensure PP students are aware of support in school and locally	MH support part of ONGOING PD curriculum for all

Improve the long-term mental health of PP students.	To ensure mental health awareness is delivered through the 'Sense of Wellbeing'	MH support part of ONGOING PD curriculum for all. PP pupils contribute positively to PD curriculum and access all materials that promote and support Mental Health
	Proactive targeted support for PP students at key points of change.	Year 11 PP received Careers guidance Year 9 PP Received Individual Options Support
Improve staff understanding of ACES impact	All staff to complete 3 part training module on the Impact of Aces and how to better inform practice in the classroom	2 sessions delivered to all staff in November 20 and January 21
	All staff to complete above as appraisal target	

PUPIL PREMIUM POSITION STATEMENT

AUTUMN 2021

Bridgewater High school is a highly inclusive school committed to the academic and personal development of all pupils including those who are disadvantaged. Following the 2019 exam results and the disappointing progress 8 score for Pupil Premium, the improvement of academic outcomes for Pupil Premium pupils became a key priority for the school and as part of this the School commenced a Five Year Pupil Premium Strategy.

In 2021 there was a narrowing of the gap in a number of areas between Pupil Premium and non-Pupil Premium grades

Bridgewater as a school recognises and places a high level of importance on the personal development and support all young pupils especially those who are Pupil Premium. The personal development and support that disadvantaged pupils receive at Bridgewater is a strength of the school

As part of the response to the long term support of pupil premium pupils there was a restructuring of the leadership priorities for Pupil Premium from Autumn 2019 to broadly fall into 3 areas :-

- Social and Personal Development
- Academic including Literacy and Vocabulary
- Aspiration + Engagement

2019-2021 Headline Measures

The fall in PP P8 performance from 2018 was predominantly due to the impact of a higher proportion of the Pupil premium Cohort not filling one or more of the elements of the Progress 8 measure. None of the six Pupil premium pupils identified as Outliers & high needs took a full set of qualifications – this was due to specific decisions to reduce the curriculum of these pupils and not enter them for the full Progress 8 model. These decisions were taken on an individual basis based on the best interests and well-being of each of these pupils. As the entry pattern below suggests this was a different position for the pupil premium cohort compared to 2017 & 2018

2017	2018	2019	2020 CAGs	2021 TAGs
Progress 8 Entries 20 entries. 1 excluded (no ks2 score). Subject Entries 18 pupils are entered for the maximum 10 slots 1 pupil(s) have not had their English score doubled	Progress 8 Entries 28 entries. 1 excluded (no ks2 score). Subject Entries 26 pupils are entered for the maximum 10 slots 1 pupil(s) have not had their English score doubled	Progress 8 Entries 27 entries. 1 excluded (no ks2 score). 2 other pupils disapplied – both Outliers & high needs Subject Entries 19 pupils are entered for the maximum 10 slots 2 pupil(s) have nothing in their English basket 4 pupil(s) have not had their English score doubled	Progress 8 Entries 33 entries. 1 excluded (no ks2 score) Subject Entries 25 pupils are entered for the maximum 10 slots 1 pupil has nothing in their English basket 5 pupil(s) have not had their English score doubled	Progress 8 Entries 32 entries. 6 excluded (no ks2 score) Subject Entries 29 pupils are entered for the maximum 10 slots 1 pupil have not had their English score doubled

2 pupil(s) have one empty Ebacc slot and 1 pupil(s) have two empty Ebacc slots	1 pupil(s) have three empty Ebacc baskets and 1 pupil(s) have one empty Ebacc basket	3 pupil(s) have nothing in their Maths basket 5 pupil(s) have three empty Ebacc slots, 1 pupil(s) have two empty Ebacc slots and 3 pupil(s) have one empty Ebacc slot	1 pupil has nothing in their Maths basket 2 pupil(s) have three empty EBacc baskets 6 pupil(s) have one empty EBacc basket	1 pupil have three empty EBacc baskets 4 pupil(s) have one empty EBacc basket
1 pupil(s) have one empty Other slot and 1 pupil(s) have two empty Other slots	1 pupil(s) have three empty Other slots and 1 pupil(s) have two empty Other slots	5 pupil(s) have three empty Other slots and 2 pupil(s) have one empty Other slot	5 pupil(s) have three empty Open slots and 1 pupil has two empty Open slots	3 pupil(s) have one empty Open slot and 4 pupil(s) have two empty Open slots

In 2019 the impact of six outlier / high needs pupils from a cohort of 30 (including two discounted via the table checking exercise) was a drop in the Progress 8 Score for Pupil premium pupils of around 0.4. (all pp including outlier / high needs pupils = -1.06; pp with outlier / high needs pupils removed = -0.63)

In 2020 there were seven pupil premium pupils who were included in the high needs category, from a cohort of 34. The impact of the seven high needs pupils was a drop in the “Progress 8” score for Pupil premium pupils of “0.37”

In 2021 there were nine pupil premium pupils who were included in the high needs category, from a cohort of 34. The impact of the nine high needs pupils was a drop in the “Progress 8” score for Pupil premium pupils of “0.33”

(2020 & 2021 analysis based on 2019 data)

2021 Results & Teacher Assessed Grades

- although 2021 results were Teacher Assessed Grades, it is still valid to compare the gap in performance between pp & non pp cohorts from 2020 CAGs to 2021 TAGs. In 2021, in comparison to 2020, there were decreased gaps between PP and non PP pupils of :-

- 13% for pupils achieving a standard pass in both English & Maths
- 23% for pupils achieving a strong pass in both English & Maths
- 5% for pupils achieving a standard pass in English
- 10% for pupils achieving a strong pass in English
- 10% for pupils achieving a standard pass in Maths
- 14% for pupils achieving a strong pass in Maths
- 11% of the entry and 13% of the cohort achieving a strong pass in Science
- 15% of the entry and 2% of the cohort achieving a standard pass in Languages.
- 31% of the entry and 5% of the cohort achieving a strong pass in Languages
- 26% of the entry and 11% of the cohort achieving a standard pass in the English Baccalaureate
- 10% of the entry and 5% of the cohort achieving a strong pass in the English Baccalaureate
- 0.38 in overall 'P8 performance'
- 0.50 in 'P8 performance' for English
- 0.55 in 'P8 performance' for Maths
- 0.26 in 'P8 performance' for Ebacc Subjects
- 0.33 in 'P8 performance' for Open Subjects

Actions and strategies that the school undertook to improve on 2019 Pupil Premium performance included

- Focus on improved attendance
- Increased emphasis on Quality Teaching for all through school CPD
- Small group teaching & support for English
- Small group teaching & support for Maths
- Small group teaching & support for Science
- Whole school strategies such as Tassomai & GCSE Pod
- Individual subject Strategies as given in the Faculty Development Plans

Pastoral Support

No Pupil Premium pupils have been NEET for 2018, 2019 & 2020. All Pupil Premium Pupils received an interview with the Careers Advisor and were provided with ongoing support for their post 16 destinations

The PPISP process allowed identified Pupil premium pupils to meet with their respective Pastoral leads to review their academic and personal progress and identify where the school can support the pupil further. PPISP meetings were carried out for the identified pupils in all year groups in the Autumn term. PAMs and PALs were taken off timetable to facilitate this. PPISPS provided three targeted areas linked to lessons or attendance with identified staff attached to each of these targets. Follow up meetings occurred in the spring term to review progress against targets. Pupil premium funding was used to pay for cover costs to allow PAM and PAL to conduct their Pupil premium meetings. The follow up PISP meetings due to happen in the summer term did not happen due to lock down. However Zoom meetings were held between Pastoral staff and identified pupils, both pp and non-pp, to provide welfare and curriculum support during lockdown both in term time and school holidays. Similarly home visits were conducted to check welfare of identified pp & non pp pupils.

Pupil premium attendance across all year groups 88.84%. Pupil Premium persistent absence was 28.7%. PP attendance in Year 7 and 9 was strong in light of previous years and with the background pandemic. Year 8 and 11 impacted by difficult cohorts of complex students whose attendance as a result was impacted. Strategies employed to tackle problems with attendance in all year groups were rewards, minibuss collection, PPISP meeting, mentoring and use of the EWO to support good attendance.

Pastoral staff at the school also oversee the provision of funding to meet individual pupil premium need as appropriate. Examples of pupil premium funding included its use to provide uniform, PE kit and dance kit. This support also exists to meet curriculum needs as they arise such as Food Technology practical ingredients or art supplies. There are a small cohort of pupils for whom breakfast and break time snacks are provided as required - these are available through a drop-in to the pastoral support office and ensure that pupils can sustain focus on learning throughout the day. Pupil premium pupils are well known to support staff, which means that practical help in this way can be offered discretely and appropriately. For pupils with additional vulnerabilities/challenging circumstances we provide bespoke packages of support to encourage pupils to foster positive relationships with staff and maintain engagement with school as much as possible. This has included personalised timetables, mentoring and tailored work with specialist staff such as our Mental Health Lead.

Academic Provision

Maths :

The Maths Faculty have implemented various strategies to improve outcomes for pupil premium pupils. Last year we developed our mastery approach to teaching and learning Maths to ensure that all pupils develop a deep understanding of the subject. In addition to delivering 'Quality

First Teaching' we prioritised pp pupils with regards to engagement (including contact with home), monitoring, feedback and intervention. Classroom-based strategies included positive seating plans, directing starter questions to pp pupils, 'going to' pp pupils first to check understanding and prioritising pp pupils for feedback. Outside the classroom, pp pupils received extra lessons either during the school day or on a Saturday morning to plug gaps and deal with misconceptions on a more individual basis. During lockdown the Faculty prioritised pp pupils for engagement in lessons, contacting home as needed and for giving feedback via online platforms. At KS4, PP pupils who came into school were taught Maths by tutors from an outside agency.

English :

The English Faculty implemented several approaches to support the achievement of Pupil Premium students predominantly via 'Quality First Teaching' and 'Go-to Pupil' strategies. This included providing high-quality reading materials and lesson resources to support acquisition and application of tier two and tier three vocabulary. Building on the work from previous years, the Faculty received further training from our Key Stage 4 Co-ordinator to support the delivery of key aspects of the GCSE examination and raise student achievement in specific areas. This included the detailed moderation process that went alongside that awarding of Centre Assessed Grades. The provision of resources including set texts and study guides ensured that all pupils were equipped for their examinations.

For the previous Year 11, an improvement from the 2019 interims has been shown. The Autumn 2020 mock exam data showed a narrowing of gaps between PP and non-PP students whereby the gap between such pupils decreased by 5% for pupils achieving a standard pass in English. Students at Key Stage 3 and 4 received online lessons during the period of school closure. The Head of Faculty used this model to ensure that students were receiving clear support with their learning and could maintain contact with teaching staff. During the period of school closure from January 2021, colleagues ensured that PP students were encouraged to respond to questions via Teams chat and given guidance on their work as necessary. In addition, the acting Head of Faculty and AHT delivered extra online support lessons for the Year 11 Pupil Premium students only in order to alleviate concerns and provide extra guidance on aspects of the English Language course via small group teaching.

We have continued to deliver lessons using high-quality, challenging, reading materials and lesson resources. This is an aspirational model so that all students are building their cultural capital and their aptitude for text analysis and reading for meaning. During the second lockdown, we continued to use the EEF framework to ensure that students were engaged in a variety of ways, and did not always need to be using a computer. We have encouraged students to handwrite as much as possible to maintain a focus on technical accuracy and so that students with less access to technology felt included and able to succeed.

From September 2020, intervention programmes have focused on supporting the specific needs of all students in terms of addressing gaps in knowledge. Pupil premium students are encouraged to attend these lessons, either with their class teachers or to follow a bespoke programme. Key Stage Three Literacy lessons are planned to address gaps in students' reading and writing in order to diminish the difference across year groups. Further work on technical accuracy, vocabulary and inference skills are embedded within lessons to aid progress. Students' achievement is monitored closely throughout the year. Colleagues increased AWOl targets to recognise attainment and instil a culture of success by providing further motivation for students.

Science :

Strategies of support for disadvantaged pupils focussed specifically on Tier 1 Teaching as identified in the EEF 'Tiered approach to Pupil Premium spending 2019 as well as a more focused approach on Tier 2 Targeted academic support implemented following PP science tracker monitoring.

Tier 1 strategies included a drive for a consistent approach to teaching and learning in science, a need for improved awareness of how children learn best, a move to mixed ability groups balanced with Advanced, Intermediate & foundation pupils, the introduction of a Mastery booklet to support pace of lesson/teaching to the top, a common homework approach, Consideration of language/ increasing writing opportunity by addressing the vocabulary gap for all pupils and the production of Knowledge organisers and Mastery booklets for all pupils at A4 across all years. As of Sept 2021, booklets will be used for all topics at KS3 and KS4, all content included.

Tier 2 strategies focussed on PP After-school Intervention, Remote Learning and Y9 and Y10 catch up sessions. During lockdown Spring 2021, staff worked with selected PP students in small groups after school sometimes 1:1. Sessions ran for approximately 30 minutes with the focus of each session being student wellbeing and bespoke remote learning intervention. Following lockdown in January 2021, on return of pupils, selected Y9 and Y10 pupils, seen to be underachieving and part of our PP cohort were invited to catch up science sessions each week, learning gaps identified by HODs and staff allocated to these sessions taught and sought to close identified learning gaps.

As a faculty, all staff continued to follow the whole school 'Go To' policy of support for disadvantaged pupils. All PP pupils are provided with the textbooks they need for GCSE work i.e. x2 lab books; some are given revision guides in addition according to needs and benefits of having such a guide

Geography:

The move to mixed ability teaching groups from Yr 7 to Yr 11 is considered one of the biggest drivers of change with a "teaching to the top" mentality to raise PP expectations but supporting those that need it.. In Y10, Geography revision guides were funded for all Pupil Premium pupils as well as financial support for GCSE fieldwork (where needed). Grade booster sessions were available for all students but if gaps appear for PP pupils, they are encouraged to attend where their class teacher specifically can give them extra time and support. Pupil Premium was a standing agenda item at all faculty meetings and PP progress was routinely discussed. The most successful strategies for supporting pp in mixed ability classes included regular checking of pupil understanding, MAD time - check PP changes, Smart Seating plans and the use of pupils as experts to give summary to rest of class / résumé of last lesson by Pupil Premium students.

History:

PP students benefited from mixed ability teaching in History across key stage 3 and 4 and the same high expectations were in place for all students. Particular attention was paid to the placing of pp students within those mixed ability classes and the placement of teachers with certain classes. The department followed the whole school Go 2 strategies for PP students and this was a focus for all quality assurance activities (e.g. lesson observations, work scrutiny, student voice). Revision guides were written to support progress and PP students were given both an electronic copy and hard copy. There was a push on knowledge retrieval / low stakes testing at the start of lesson and CPD delivered on this at a

faculty/department level. This was aimed to help students retain knowledge and routinely address knowledge gaps. Improving the vocabulary of PP students was also focused on; for example, there are key word booklets (KS4) and continued use of knowledge organisers (KS4 and 3).

Business, ICT, Computer Science :

The department followed the school's Go 2 Pupil strategy and had individual intervention and strategy for all pupil premium pupils who were underachieving. PP pupils were a priority cohort for enrichment and support with after school sessions at KS4. Revision materials were funded for Computer Science, Business Studies and iMedia students. In addition, Catch Up Saturdays ran between October half term and Christmas for iMedia with additional controlled assessment sessions for PP students. Past Paper booklets were used to assess knowledge weekly and provide regular exam practice. SWAYs were used to supplement revision guides and provide structured guidance and links to help support PP students with guidance on answering extended questions. During the first half term PP students were given extra support in learning how to access their One Drive to ensure that when the inevitable lockdown arrived, they could continue to seamlessly access their work. ExamPro and Smart Revise was purchased to help PP students to become competent in exam skills. The faculty progress tracker was used to identify and flag concerns, staff focused on SEN/PP/Behaviour concerns and RAG rating was used to identify students 2 grades or more below for compulsory intervention.

MFL :

In Year 11, the small number of pupil premium pupils taking French and German were provided with grammar and translation workbooks funded from pupil premium money. Pupil Premium pupils also took part in the OXNET events aimed at Y7 and 8. At KS3 Year 8 the Faculty continued the reallocation of a small number of pupil premium pupils between classes to support progress, that had proved successful in the 2 previous academic years. The department followed the whole-school Go 2 Strategies for Pupil Premium pupils (the strategy having been a focus for lesson observations pre-pandemic). In lockdown the Faculty supported PP pupils through individual guidance provided through pupil & parental email and by attachment to SMHW, including the appropriate Knowledge Organiser pages for the module in progress at that time at KS3.

EPA:

The Music department used Pupil Premium funding to pay for pupils to receive Music lessons as part of their GCSE Music course. Art had equipment that pupils borrowed in lesson. Drama scripts were provided with no cost to all pupils. 1-1 sessions were provided for BTEC Dance : before schools/ after school and in core PE. In Dance and Musical Theatre, there was use of extra opportunities and auditions: individual advise given for PPs and non PP's applying to LIPA/ Performing arts Colleges (after school sessions 1-1). All EPA Year 11 PP pupils were overseen by HOF/ HOD post lockdown.

In Lockdown, Work was printed off for Art pupils who needed this. Work completion by email/ video/ phone was enabled through school funding of laptops. Post lockdown, Year 11 PP pupils were targeted for intervention (theory and practical) after school in all EPA subjects including clear feedback support. All pupils completed RAG's for EPA subjects to self-evaluate and monitor progress.

The Faculty Prioritised use of contact to Year 10/11 PP and non pp cohort who needed additional support via lockdown. Dance did alternative pre-recorded lessons to aid students who were behind in their coursework. Across the faculty Teams and individual resource folders were used for students who needed written support. There was the use of extra opportunities and online workshops provided remotely for PPs and Non pps for KS3 and 4 and the Dance department funded the following: e.g Hamilton workshop with professional dancer via Teams, Year 9 option workshops on return to school with a local dance artist and extra opportunities for remote performances as part of the Dance for comic relief video across TCAT (April 2021) and the Strictly dance challenge (Dec 2020). Work was saved in a variety of formats with alternatives created to support PP/ Non pp students and work packs were sent home for Individual's who needed it. PDC time and NXF's (NXH) gained time were used during Core PE slots for Y10 PP students to catch up on written coursework. All Year 10s and 11s given individual target areas on return to school after lockdown to self evaluate and monitor progress. Alternative work booklets/ tasks were created electronically where necessary (KS3/4)

Design and Technology :

In the Faculty there are the same expectations for Pupil premium pupils as the rest of the cohort. At KS4 to support them further, they receive free revision guides/workbooks. In all years in Design Technology / Food Preparation and Nutrition they also received free materials [through the post in lockdown]/ingredients as appropriate [supermarket vouchers during lockdown]and were given one to one guidance at KS4 in what to produce to help the achieve their target grade.] The Faculty also follow the school's Go 2 Pupils Strategy. Yr10 and 11 Pupil premium were also priority pupils for after school intervention sessions. PP students and their parents were contacted during lockdown to ensure they understood tasks and were supported in completing them and submitting them online. During lockdown, high quality online lessons were provided that included video demonstrations recorded by staff, specific to lesson content and SMHW quizzes to encourage confident recall/knowledge retrieval.

PE :

The Faculty prioritised the contacting of the Year 10 pp PE cohort weekly to support progress. A new Faculty KS4 revision booklet was designed and provided for PP pupils using PP money. PE kit was provided for all PP pupils requiring shirts, shorts, socks & footwear. One to one support was provided by the faculty for two pp pupils who had long term absence. Intervention sessions prioritised PP pupils. Adapted equipment was purchased using pp money for identified pp pupils with SEN. The Oarsome project ran for pupils in KS3 and was funded from Pupil Premium money. There was 1-1 staff student AOP coursework provision for AQA GCSE PE. There was also 1-1 teaching for the Cambridge National Sport and the Media and exam preparation. The Sport+ programme was created for students to interact and engage with students of similar abilities from other schools in the TCAT trust.

During the second Lockdown in Jan 2020, pupil premium pupils were able to take part in the school led Lockdown Challenge where pupils completed a list of activities linked to the theme of 'Head, Heart and Hands'. The uptake from pupil premium pupils was exceptionally high and consistent with those numbers of non pupil premium.

On the back of the Post-Christmas lockdown, we recognised that students would need additional opportunities to re-connect with each other and engage in activities outside of their taught curriculum. Therefore, we relaunched our Enrichment Programme with a wide range of activities on offer. The focus, certainly in the lower year groups, was all about fun and engaging activities and allowing pupils' the opportunity to re-establish a sense of social connectivity. In Years 9 and 10, there was a combination of enrichment and intervention-based activities as part of the catch-up plan.

Since March, all staff are required to register all pupils in enrichment sessions using SIMS Activities. This data can, in turn, be used to ensure that our provision and support for enrichment can address any gaps in our offer and uptake. Furthermore, PP attendance at enrichment activities can be measured in a robust way in order to measure gaps between PP and non-PP involvement

The numbers of students in attendance at enrichment sessions from March 2020 is summarised below: -

Year Group	No of Students attended at least 1 session	% of Year Group who have Attended at least 1 session	No of Pupil Premium	% of PP Cohort	No of Pupils with SEN
7	205	67%	20	53%	16
8	183	58%	28	50%	19
9	178 (52 Pupils Intervention)	56%	31	96%	25
10	214 (23 enrichment)	69%	37	95%	26
Total	780	63% of students	116	70% of PP Students	86

To ensure that any PP pupils are kept informed with any information sent via the school app, the app functionality of doubling up messages via email also is now used as a matter of routine to further encourage attendance at our enrichment activities.

Other Curricular Provision:

Pupil Premium pupils have accessed alternative provision placements at the Walton Lea project on Animal management, provided by Myerscough College, & KASSI

Externally provided programmes

Programme	Provider
National Tutoring Programme	Appla
National Tutoring Programme	TLC

COVID-19 Catch Up and Recovery Report

COVID-19 Catch Up and Recovery plan 2021/22

SUMMARY INFORMATION

Total number of pupils:	1546	Amount of catch-up premium received per pupil:	£38.80
Total catch-up premium budget:	£60 000		

STRATEGY STATEMENT

As a school we are committed to support children and young people to catch up on missed learning caused by COVID19. This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

The Catch Up funding received is used for specific activities to support our pupils' education recovery and to help pupils catch up on missed learning. In support of our Five Year Pupil Premium Strategy, our Catch Up Programme particularly focuses on our disadvantaged, vulnerable and SEND pupils as we know they have been most affected. The three key areas of both our Catch Up Programme and Five Year Pupil Premium Strategy are:

- Teaching and learning strategies
- Targeted support
- Wider support

The overall aims of our catch-up premium strategy, are :-

- To reduce the attainment gap between disadvantaged & SEND pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

The following documentation has been used to help formulate the plan

The EEF Guide To Supporting School Planning: A Tiered Approach To 2021"

DfE's catch-up premium guidance

EEF's COVID-19 support guide for schools

Barriers to learning

You could use the following data sources to help identify barriers to attainment in your school:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
1a	<ul style="list-style-type: none"> • Progress in lessons
1b	<ul style="list-style-type: none"> • engagement in the taught curriculum
1c	<ul style="list-style-type: none"> • lower levels of literacy
2	<ul style="list-style-type: none"> • Gaps in knowledge (including literacy, vocabulary & oracy skills)

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
3a	<ul style="list-style-type: none"> • Attendance
3b	<ul style="list-style-type: none"> • Engagement in school life of parents & carers
3c	<ul style="list-style-type: none"> • Aspirations post 16

Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching for all					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it's implemented well?</i>	<i>Staff lead</i>	<i>When will you re-view this?</i>
Continued use of the EEF teaching model for both in school and online learning	Reduction in Gaps in knowledge of curriculum content by providing a structure for learning which aims to maximise progress and also address recall.	<p>"The EEF Guide To Supporting School Planning: A Tiered Approach To 2021" identifies teaching as the most important factor in improving outcomes for pupils with particular reference to the following :-</p> <ul style="list-style-type: none"> 1 high quality instruction in the classroom 2 deep subject knowledge and a flexible understanding of the content 3 High-quality assessment 4 Whole-school planning that focuses on high-quality teaching with sustained professional development 	Learning walks Curriculum conversations Pupil voice	TS ADM CB KP SZS	January 2022
Implement Whole School Assessment to better align with the Curriculum Intent (including disciplinary knowledge/endpoints) and to support the identification of students falling behind in the lesson sequence	Ensure that the new assessment document created last year is now being implemented in the classroom. This will be monitored in a variety of ways, including curriculum conversations, with a particular discussion on how assessments are fit for purpose in measuring gaps which still remain post-COVID lockdown		Use of CPD time to involve all teachers, focus in lesson observations, work scrutiny and curriculum conversations	TS ADM CB KP TE SZS	June 2022
Support day to day teaching and learning for pupils during and after Lockdown	Provision of work through Microsoft teams for students self isolating Provision of in school live teaching during lockdown		CPD for all staff in the use of Microsoft Teams and delivering live lessons SLT QA of live teaching in school & Pupil voice	TS ADM CB KP SZS PJ	January 2022

Deliver a whole school literacy policy which improves reading and inference.	Literacy policy, based on the EEF Implementation model, is consistently implemented TCAT Reads literacy policy	Alex Quigley's research states Reading is the key to learning. Academic reading helps pupils access the school curriculum. As such, every teacher should know how children learn to read, before going on to 'read to learn'.		BM TCAT Literacy Lead (Rachael Russell)	January 2022
	Y7 Fresh Start Phonics intervention successfully implemented	The EEF reports that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.	Monitoring of Fresh Start delivery (lesson observations of JEC) and scrutiny of data to check that progress is made.	BM / JZM	October 2021
	Rapid Plus active read intervention successfully implemented as breakfast and after-school club, aimed at pupils in 7, 8 and 9 with reading ages below chronological age to start as breakfast and after-school club, October 2021, running throughout the year.	EEF identifies comprehension-based interventions as high-impact.	Monitoring of Rapid Read delivery and scrutiny of data to check that progress is made.	BM	October 2021
	Lexonic-Advanced successfully implemented	Evidence suggests that 6 hours on this programme can lead to pupils making Reading Age gains of 27 months	Monitoring of delivery of programme by EM and scrutiny of data to check that progress is made	BM / EM / JZM	October 2021
Total budgeted cost:					(81 500)

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>KS4 Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'</p>	<p>1 to 1 and small group delivered by external tutoring & subject staff in subjects including Maths, English, Science, PE, Geography, Art, Business Studies</p> <p>tutor led Maths sessions run in school for Y11 on Saturday mornings, with Online Tutorial provision for pupils when Learning Remotely</p> <p>PP & SEND students are the main target group for priority support at After School Intervention in all subjects</p>	<p>"The EEF Guide To Supporting School Planning: A Tiered Approach To 2021" Identifies key areas for Targeted academic Support :- High-quality one to one and small group tuition Teaching assistants and targeted support Academic tutoring</p> <p>The Guide states "<i>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made</i></p>	<p>Attendance at intervention sessions is tracked and used to identify specific home-school communication to support pupils with non attendance</p> <p>Pupil voice is used to determine the extent to which pupils feel the provision meets their need</p> <p>Reduction in Gaps in attainment for the 2022 GCSEs in comparison to the TAG/CAG of 2020-2021</p>	<p>TL PJ</p>	<p>January 2022</p>

<p>KS3: Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'</p>	<p>The continuation of: targeted intervention provided by external tutors in English and Maths at KS3 for those students who did not make appropriate progress at KS2 or whose progress since KS2 has created the need for extra tuition. This will now include the new Y7 cohort (post-December) and Y8/9 pupils who are deemed to still benefit from the programme (from a wide variety of data including TLC Live Assessments, interim data, staff opinion and pupil voice)</p> <p>targeted intervention sessions are delivered in person for Y8/9 pupils working in school in light of those pupils who work more effectively in person rather than in an online session</p>	<p><i>gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support*</i></p>	<p>Attendance at intervention sessions is tracked and used to identify specific home-school communication to support pupils with non attendance</p> <p>Pupil voice is used to determine the extent to which pupils feel the provision meets their need</p> <p>Weekly reports from online tutors alongside summary reports and also assessment points (at weeks 1, 7, 15 of a 15-week block)</p> <p>Interim data and staff feedback is also used to measure success.</p>	<p>TE</p>	<p>June 2022</p>
Total budgeted cost:					<p>£60 000</p>
<i>Other approaches</i>					
<p><i>Action</i></p>	<p><i>Intended outcome and success criteria</i></p>	<p><i>What's the evidence and rationale for this choice?</i></p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>
<p>Continue to deliver an extensive enrichment programme aimed at developing student's social skills, confidence and providing additional opportunities to explore Interests and Create Broader Perspectives.</p>	<p>Pupils have the opportunity to develop a range of skills to support them outside the taught curriculum. Pupils who are specifically targeted to attend will benefit socially and emotionally from attending enrichment sessions. This will boost confidence and self-esteem of pupils</p>	<p>Extracurricular activities have a wide range of benefits, proven by research including developing social skills, confidence and positive outcomes such as improving attendance at school. They also provide a space for children and young people to learn new skills, have fun and relax away from their academic work</p>	<p>Use of Sims Activities to track and monitor participation. AR to liaise with HOY's and HOF's regarding pupil attendance. HOY's and aHOY's target specific pupils to attend Use of pupil voice to review and amend the enrichment offer</p>	<p>DM AR MM</p>	<p>January 2022</p>

<p>Improve POST 16 aspirations for students through CIAEG.</p>	<p>All PP pupils successfully progress to post 16 courses/placements.</p> <p>Every PP pupil receives a careers interview in both Y10 and Y11 helping them to make positive choices with future plans.</p> <p>Pupils are supported with post 16 applications and progress is constantly monitored. Parental engagement is strong to ensure everyone is working together.</p>	<p>To ensure that all PP pupils have a positive transition from school to post 16 education/training and start confidently in their new settings.</p> <p>Helping pupils to make the right choices is closely linked to success in their new setting and enables them to better adapt to new academic challenges and curriculums. New transition points are significantly important for PP pupils.</p>	<p>All PP careers interviews are logged and registered. Parents sign off meetings record.</p> <p>Regular meetings with CEIAG team to discuss PP pupils transition status. Work closely with post 16 providers.</p>	<p>TL</p>	<p>January 2022</p>
<p>Provide Alternative Vocational provision for identified pupils to support their engagement in full time education</p>	<p>Identify pupils who will benefit from a tailored curriculum designed to best fit individual needs and interests.</p> <p>Seek external providers of vocational courses that link with and provide transition to suitable post-16 courses.</p> <p>Alternative vocational provision to work alongside additional curriculum support within school to ensure pupils are given the best chance of succeeding in both areas.</p>	<p>DfE Alternative Provision guidance states that alternative provisions are for pupils who would not receive suitable education without such provision.</p> <p>To ensure that school's curriculum offer is inclusive for all students and supports those who in some cases have been most affected by school closure.</p>	<p>Close monitoring and knowledge of those who would potentially benefit from vocational provision.</p> <p>Regular monitoring of students on vocational courses to ensure suitability and progress.</p> <p>Regular meetings with parents/carers to review vocational placements.</p> <p>Ensure that opportunities to transition to linked post-16 courses are sought and taken.</p>	<p>MM</p>	<p>January 2022</p>

<p>Improve the attendance of PP & other identified students</p>	<p>weekly monitoring of attendance in all current forms support for pupils on FSM including use of school transport continue with the SLA with the LA to support FTP</p>	<p>“The EEF Guide To Supporting School Planning:A Tiered Approach To 2021” states:- “..Schools will be deploying a range of wider strategies to support their pupils There may be new barriers to success in school, such as reduced attendance... which may affect the behaviour of some pupils”</p>	<p>%absence and % persistent absence reduced Daily running of school transport provision Attendance procedures consistently in place</p>	<p>DM AR MM</p>	<p>January 2022</p>
<p>Provide ongoing support to all pupils regarding Mental Health but with additional small group support and 1:1 sessions for those deemed more vulnerable on returning from lockdown.</p>	<p>Ensuring the curriculum continues to extend beyond the academic and technical areas of school life and supporting pupils’ broader development. School continues to provide pupils with meaningful opportunities to become responsible, respectful and contribute positively to society. Students are encouraged to reflect on their experiences and to recognize how they are developing personally and socially. Students will integrate back into school routines successfully</p>	<p>Our own evidence collected from a number of survey’s (Wellbeing Survey, Pupil voice, Learning Walks and QA etc) highlights key areas where pupils need additional support. HOY”s and aHOY’s have flexibility within the PD mapping to respond to emerging needs and sessions were put in place accordingly.</p>	<p>Use of Wellbeing Survey data to identify emerging needs of pupils specific to year groups. PD mapping amended and emerging needs responded to. Pupil voice is used to determine the extent to which pupils feel the provision meets their needs. HOY”s and aHOY’s to identify students in each year group that may benefit from additional support with particular reference to mental and emotional wellbeing. Mental Health Panel meeting to take place fortnightly</p>	<p>DM AR MM</p>	<p>January 2022</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>(68 400)</p>

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies