

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	St Mary's CE High School
Number of pupils in school	1093/919 (not including Sixth Form)
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22 and 2022/23 <i>(Updated 2022/23)</i>
Date this statement was published	16/11/2022
Date on which it will be reviewed	July 2022
Statement authorised by	Nicholas Simms (Headteacher)
Pupil premium lead	Dan Worker (Deputy Headteacher)
Governor / Trustee lead	Rev Eugene Hanshaw and Pat Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 320,125
Recovery premium funding allocation this academic year	£ 89,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£409,825

Part A: Pupil premium strategy plan

Statement of intent

Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower (Mark 4: 3-9), where

Through God's love, we are the rich soil where seeds flourish and roots grow

This is the foundation of our motto, **Everyone is equal: everyone deserves the best.**

As a result, our Pupil Premium strategy is designed with the ultimate objective of overcoming barriers to achievement for our disadvantaged students and ensuring that every disadvantaged student leaves us with meaningful and ambitious next steps open to them.

Our Pupil Premium strategy works towards achieving these objectives through a focus on:

- **Delivering a challenging curriculum** that enables disadvantaged students to overcome gaps in prior learning and achieve the highest grades.
- **High-quality professional development** is invested in, so that teachers are able to pitch lessons that meet all students' needs and respond to gaps in learning.
- **Rigorously monitoring progress** so that we are able to identify barrier and gaps in learning, and respond to these.
- **Targeted Academic Support** is deployed for our students, in order to close gaps in learning.
- **Additional learning resources** are provided for disadvantaged students in order to ensure that they can access the curriculum.
- **Maintaining and nurturing ambitions** by supporting disadvantaged students to identify their ambitions and understand the choices open to them to reach these.
- **Developing cultural capital** by offering our disadvantaged students opportunities beyond the curriculum, which broaden their experiences.
- **Minimise barriers to learning** by providing inclusive and bespoke pastoral support for our disadvantaged students, in response to individual barriers to learning.

The key principles of this strategy are that:

- Improving the achievement of our disadvantaged students is vital to opening up opportunities for them in life,
- We draw on research evidence and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement,

- By improving the practice of teachers and support staff, we can improve the quality of learning for disadvantaged students,
- We never confuse eligibility for the pupil premium strategy with low ability, and instead focus on supporting our disadvantaged students to achieve the highest level.
- All activities within this strategy should be responsive, targeted or bespoke to the needs of our disadvantaged students.
- Robust and rigorous monitoring and evaluation is vital to ensuring that the intended outcomes within this strategy are achieved.

Challenges

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

Challenge number	Detail of challenge
1	On average, disadvantaged students enter school with less developed literacy and numeracy skills.
2	Some disadvantaged boys lack confidence in extended writing skills in English and other subjects.
3	Disadvantaged students with special educational needs make less progress than non-disadvantaged SEN students.
4	On average, high prior attaining students from a disadvantaged background make less progress than their peers.
5	Some disadvantaged students do not have the strong learning habits, resilience and support necessary to be successful, especially in their assessments and external exams.
6	Some disadvantaged students require very specific interventions couples with intensive CEIAG, mentoring, counselling, catch-up literacy and numeracy intervention to be successful in subjects that will lead them on to their next step in education, employment or training.
7	On average, disadvantaged students (especially those supported by FSM) have below average attendance.
8	Some disadvantaged students lack the resources and space at home that is conducive to home learning.
9	Some parent/carers of disadvantaged students are hard to reach and engage.
10	Some parents of disadvantaged are unable to support co-curricular enrichment activities to enhance confidence and build cultural capital.

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
Disadvantaged students make progress expected of them by the end of KS3.	<ul style="list-style-type: none"> • The percentage of disadvantaged students in KS3 who make expected progress in English and Mathematics, at least, matches or is improving towards that of other students within the school. • The percentage of high prior attaining disadvantaged students in KS3 who make expected progress, at least, matches or is improving towards that of other students within the school. • The percentage of SEN disadvantaged students in KS3 who make expected progress, at least, matches or is improving towards that of other students within the school.
Disadvantaged students who enter the school with literacy and numeracy levels below the national average catch-up.	<ul style="list-style-type: none"> • By the end of KS3 the vast majority of disadvantaged students meet age related expectations for literacy and numeracy. • Disadvantaged students make at least as much progress in their peers with Accelerated Reader.
Disadvantaged students make progress expected of them by end of KS4.	<ul style="list-style-type: none"> • The Progress 8 score of disadvantaged students, at least, matches or is improving towards other students nationally. • The Progress 8 score of high prior attaining disadvantaged students, at least, matches or is improving towards other students nationally. • The Progress 8 score of disadvantaged students identified with SEN, at least, matches or is improving towards other students nationally. • The percentage of disadvantaged students achieving a grade 4, or better, in both English and mathematics, at least, matches or is improving towards that for other students nationally. • The percentage of disadvantaged students achieving a grade 5, or better, in both English and

	<p>mathematics, at least, matches or is improving towards that for other students nationally.</p>
<p>Disadvantaged students engage in opportunities to develop their resilience and cultural capital.</p>	<ul style="list-style-type: none"> • At least 34% of those students attending the Transition Summer School are disadvantaged students. • All disadvantaged students have received at least one careers interview by the end of KS3. • All high prior attaining disadvantaged students attend at least one careers talk each year. • Scholarship and leadership programmes are made up of at least 34% disadvantaged students. • Student voice shows that disadvantaged students have high aspirations and recognise the role school plays in achieving these. • All disadvantaged students attend at least one Educational Visit by the end of KS3.
<p>Improve the attendance of disadvantaged students.</p>	<ul style="list-style-type: none"> • The attendance of disadvantaged students, is at least 95% or improving towards. • The attendance of FSM students, is at least 95% or improving towards.
<p>Disadvantaged students' behaviour support their learning.</p>	<ul style="list-style-type: none"> • Reduction in percentage of disadvantaged students with exclusions. • The average number of behaviour points for disadvantaged students is no higher than non-disadvantaged students.
<p>Improve engagement of parents/carers of disadvantaged students.</p>	<ul style="list-style-type: none"> • At least 34% of parent/ carers attending Parent/ Carer Evening are of disadvantaged students. • All parent/ carers of disadvantaged students are contacted prior to Parent/ Carer Evening to support bookings. • All parent/ carers of disadvantaged students who do not attend Parent Carer Evenings attend alternative meeting arrangements.

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: £ 183,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. PPG Curriculum Improvement Fund established to fund improvements to curriculum to address needs of disadvantaged students. (Delivering a challenging curriculum)	EEF Guide to the Pupil Premium highlights importance of quality of teaching in the classroom.	1-5, 8 <i>SSIP KPI QE1</i>
2. Students read challenging texts in tutor time every week. (Deliver a challenging curriculum)	EEF Pupil Premium Toolkit shows +6 months average impact of reading comprehension.	1 <i>SSIP KPI QE1d</i>
3. Students in Y7&8 to engage in programme of Accelerated Reader. (Deliver a challenging curriculum)	EEF Pupil Premium Toolkit shows +3 months average impact of Accelerated Reader.	1 <i>SSIP KPI QE1d</i>
4. Hegarty Maths utilised to close gaps in students' mathematics learning. (Deliver a challenging curriculum)	EEF Pupil Premium Toolkit shows +5 months average impact of Homework (Secondary).	1, 8 <i>SSIP KPI QE2b</i>
5. Utilise resources from the Chartered	Sutton Trust shown there is strong evidence of impact of teachers'	4

College of Teaching and Subject Associations to ensure that the curriculum is challenging and reflective of disciplinary scholarship. (High-quality professional development)	Pedagogical content knowledge on student outcomes. SEF 2020/21 showed need to build greater opportunities for scholarship into curriculum.	<i>SSIP KPI QE1c</i>
6. Provide exam board training for all T&L Areas, so that teachers are confident in the learning required for students to access the top levels. (High-quality professional development)	SEF 2020/21 identified need to improve deliver of exam specification for high prior attaining students.	4 <i>SSIP KPI QE2b</i>
7. Embed Responsive Teaching Technique in teachers' practice. (High-quality professional development)	Dylan Willams work on Formative Assessment.	1-4 <i>SSIP KPI QE2b</i>
8. Provide training and resources to improve the quality of assessments and feedback. (High-quality professional development)	EEF Pupil Premium Toolkit shows +8 months average impact of feedback.	1-4 <i>SSIP KPI QE2a,b&c</i>
9. Lead Teachers engage in training, coaching and joint-planning with teachers in order to support them in responding to needs of	EEF Guide to the Pupil Premium highlights importance of quality of teaching in the classroom.	1-4 <i>SSIP KPI QE2d</i>

disadvantaged students. (High-quality professional development)		
10. Provide additional resources to disadvantaged students to access the curriculum in Technology and Performing Arts. (Additional learning resources)	EEF Pupil Premium Toolkit shows +2 months average impact.	8 <i>SSIP KPI QE1</i>
11. Revision resources, exemplar material and past papers provided to disadvantaged students before pre and public exams. (Additional learning resources)	Our own student voice has highlighted the value students see in these resources.	8 <i>SSIP KPI QE1</i>
12. Utilise range of online programmes (Renaissance Learning, Bedrock, GCSE Pod) to provide additional learning opportunities for students. (Additional learning resources)	EEF Pupil Premium Toolkit shows +5 months average impact of Homework (Secondary). EEF Pupil Premium Toolkit shows +5 months average impact of Homework (Secondary).	8 <i>SSIP KPI QE1</i>
13. Mint class seating plans used for all classes. (Rigorously monitor progress)	OFSTED The Pupil Premium highlight importance of raising profile of disadvantaged students.	1-4 <i>SSIP KPI QE2b</i>

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

Budgeted cost: £ 140,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
14. Targeted Support Plans to be in place for high prior attaining, SEN and disadvantaged students not making expected progress. (Targeted Academic Support)	EEF Guide to the Pupil Premium emphasises the strong evidence, across the achievement spectrum, for the positive effect of targeted one-to-one or small group in-class interventions.	3,4 <i>SSIP KPI QE2b</i>
15. Literacy and Numeracy Interventions to be provided by Student Support Centre. (Targeted Academic Support)	EEF Lexia Evaluation Report showed Children offered Lexia made equivalent of two additional months progress in reading, on average, compared to other children. These results had a high security rating.	1 <i>SSIP KPI QE1</i>
16. Grade 5 and Grade 7+ tutorial and workshops established. (Targeted Academic Support)	EEF Pupil Premium Toolkit shows +5 months average impact of one-to-one tuition and +4 months for small group tuition.	4 <i>SSIP KPI QE1c</i>
17. Disadvantaged SEN students are prioritised for LSA support. (Targeted Academic Support)	EEF Pupil Premium Toolkit show +1 months average impact from teaching assistance.	3 <i>SSIP KPI QE1</i>
18. Disadvantaged high prior attaining students are prioritised for Tutor support. (Targeted Academic Support)	EEF Pupil Premium Toolkit shows +5 months average impact of one-to-one tuition and +4 months for small group tuition.	4 <i>SSIP KPI QE1</i>

Academic Support)		
19. Programme of Period 6 lessons delivered to target gaps in learning for KS4 students. (Targeted Academic Support)	EEF Pupil Premium Toolkit show +2 months average impact from extended school time.	1-4, 8 <i>SSIP KPI QE1</i>
20. Holiday and Saturday School run to provide additional learning opportunities for disadvantaged students. (Targeted Academic Support)	EEF Pupil Premium Toolkit show +2 months average impact from extended school time.	1-4, 8 <i>SSIP KPI QE1</i>
21. Subject Tutors (in English, Mathematics, Science and Humanities) to provide targeted academic support in and outside of lessons. (Targeted Academic Support)	EEF Pupil Premium Toolkit shows one-to-one tuition have average +5 months impact.	1-4, 8 <i>SSIP KPI QE1</i>
22. Raising Achievement Meetings to be held twice per year to review and develop Raising Achievement Plans. (Rigorously monitor progress)	EEF Pupil Premium Guide demonstrates importance of rigorous monitoring and identification of students' needs, in order to plan support.	1-4, 6 <i>SSIP KPI QE1</i>
23. Prep for Learning time provided after-school every day. (Minimise barriers to learning)	EEF Pupil Premium Toolkit show +2 months average impact from extended school time. Student voice highlighted student need to have place to work after school.	8 <i>SSIP KPI QE1</i>

24. Scholars Programmes established to extend learning of high prior attaining students beyond the curriculum. (Develop cultural capital)	Independent evaluation shows Brilliant Scholars Programme improves GCSE attainment and success in University application. Impact assessment of Beacon Programme shown significant impact of Franklin Scholars.	4 <i>SSIP KPI PD1a</i>
25. Intensive CEIAG provided to high prior attaining disadvantaged students. (Maintain and nurture ambitions)	OFSTED The Pupil Premium shows the effectiveness of Careers Guidance in maximising the effectiveness of PPG spending.	4, 6 <i>SSIP KPI PD1</i>

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

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
26. PPG Bursary established to minimise individual barriers to learning or access to additional opportunities. (Minimise barriers to learning)	EEF Pupil Premium Guide shows the importance of addressing non-academic barriers to learning.	6, 8, 10 <i>SSIP KPI B&A1b</i>
27. All disadvantaged students to be met by Transition Team prior to first day. (Minimise barriers to learning)	EEF Pupil Premium Guide shows the importance of identifying cohort and specific students' needs.	6, 9 <i>SSIP KPI B&A1</i>
28. Reminder text and phone call to parent/ carers of disadvantage students prior to	EEF Parental Engagement report.	9 <i>SSIP KPI B&A1b</i>

Parent/ Carer Evening. (Minimise barriers to learning)		
29. Meetings set up with all Parent/ Carers of disadvantaged students who do not attend Parent/Carer Evenings. (Minimise barriers to learning)	EEF Pupil Premium Toolkit shows +3 months average impact of parental involvement. EEF Parental Engagement report.	9 <i>SSIP KPI B&A1b</i>
30. Breakfast Club run to support attendance of vulnerable disadvantaged students. (Minimise barriers to learning)	EEF Evaluation of Breakfast Clubs nationally showed effectiveness of provision.	7 <i>SSIP KPI B&A1</i>
31. Attendance interventions for those with below average attendance. (Minimise barriers to learning)	DfE Improving School Attendance notes the importance of targeted attendance interventions.	7 <i>SSIP KPI B&A1b</i>
32. Transition Summer School held to build students' resilience and reconnect with learning. (Developing cultural capital)	EEF Pupil Premium Toolkit shows +4 months average impact of outdoor adventure learning and +2 months for summer school.	5 <i>SSIP KPI PD1b</i> <i>SSIP KPI B&A1b</i>
33. Subsidise trips for disadvantaged students, in order to develop cultural capital. (Develop cultural capital)	OFSTED The Pupil Premium shows impact of extra-curricular opportunities.	10 <i>SSIP KPI PD1b</i>
34. IT Access provided for all disadvantaged students without	EEF Pupil Premium Toolkit shows +4 months average impact digital technology.	8 <i>SSIP KPI QE1</i>

access. (Additional learning resources)		
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Total budgeted cost: £ 409,825

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.

Intended Outcome: Disadvantaged students make progress expected of them by the end of KS3.

Success Criteria:

- The percentage of disadvantaged students in KS3 who make expected progress in English and Mathematics, at least, matches or is improving towards that of other students within the school.
- The percentage of high prior attaining disadvantaged students in KS3 who make expected progress, at least, matches or is improving towards that of other students within the school.
- The percentage of SEN disadvantaged students in KS3 who make expected progress, at least, matches or is improving towards that of other students within the school.

Evaluation

Monitoring suggesting that in the context of the COVID-19 pandemic and extensive school closure we have been successful in mitigating against more extensive widening of the disadvantage gap. This is the result of extensive work having been done to improve the quality of teaching, as well as the targeted support, these students receive. Nonetheless, internal tracking shows that there is a significant gap at KS3 between the progress of disadvantaged students and their peers. With the gap also being evident for high prior attaining and SEN disadvantaged students.

Actions

Nonetheless, in recognition of the need for greater progress against this intended outcome we will take the following actions.

- Expand Lead Practitioner Team to deliver instructional coaching to staff on how to better meet the needs of disadvantaged students. In particular, the addition of the Lead Practitioner in Mathematics to continue raise standards in the department.
- Development of new CPA Strategy to provide more opportunities for continued professional development focused on meeting the needs of disadvantaged students.
- Comprehensive programme of intervention in literacy and numeracy at KS3.

- New programme of GL Assessments to provide externally validated assessment data at KS3 to further improve the reliability of assessments.

Intended Outcome: Disadvantaged students who enter the school with literacy and numeracy levels below the national average catch-up.

Success Criteria:

- By the end of KS3 the vast majority of disadvantaged students meet age related expectations for literacy and numeracy.
- Disadvantaged students make at least as much progress as their peers with Accelerated Reader.

Evaluation

Sixty-one students in KS3 were identified at the start of the academic year as being significantly behind age related expectations for literacy. Intervention was delivered using the Lexia programme and progress monitored using in built assessments in Lexia.

The vast majority of students made progress within individual units. Furthermore, a small minority of students were successful in achieving their age-related literacy level by the end of the programme.

Nonetheless, there is a significant gap between students' literacy levels and age-related expectations. Our evaluation suggests that more time dedicated to students using Lexia is required, as well as the use of individualised interventions.

In addition, all Year 7 and 8 students utilised the Accelerated Reader Programme. The progress of disadvantaged students in Accelerated Reader was in line with their peers. With 45% of disadvantaged students in Year 7 showing improvements in their Accelerated Reader assessment, compared to 47% of non-disadvantaged students. In Year 8 there is a slightly larger gap between the progress of disadvantaged (50% making progress) and non-disadvantaged (57% making progress) students.

However, a significant proportion of the year group has not made progress expected of them. Plans have been developed to address this, through additional staffing and new procedures for monitoring and evaluation.

Actions

In order to move closer to achieving this intended outcome in Year 2 of this plan the following actions are being taken.

- Working group established to review literacy and numeracy data and students' progress in assessment.
- Half-termly reporting by working group on progress of identified students and those of disadvantaged students.

- New GL Assessment package being implemented to support monitoring students' progress at KS3 in their literacy and numeracy development.
- Additional staffing and time allocated to interventions and in-class support to develop students' literacy and numeracy.

Intended Outcome: Disadvantaged students make progress expected of them by end of KS4.

Success Criteria:

- The Progress 8 score of disadvantaged students, at least, matches or is improving towards other students nationally.
- The Progress 8 score of high prior attaining disadvantaged students, at least, matches or is improving towards other students nationally.
- The Progress 8 score of disadvantaged students identified with SEN, at least, matches or is improving towards other students nationally.
- The percentage of disadvantaged students achieving a grade 4, or better, in both English and mathematics, at least, matches or is improving towards that for other students nationally.
- The percentage of disadvantaged students achieving a grade 5, or better, in both English and mathematics, at least, matches or is improving towards that for other students nationally.

Evaluation

Analysis of 2022 outcomes shows that the Progress 8 score of disadvantaged students is negative. With the progress of high prior attaining disadvantaged students being a key reason for their underperformance. Nonetheless, significant underperformance was isolated to a small minority of students, with whom programmes of support were successful in reducing underperformance. Furthermore, internal analysis shows that the Year 11 disadvantaged cohort made strong progress since returning to school, following lockdown. This suggests that our pupil premium strategy has been successful in minimising, what has been a national trend, in the widening disadvantage gap.

Furthermore, the percentage of disadvantage students achieving a Grade 4+ in English and Maths increased, from 37% in 2019 to 42% in 2022. Meanwhile the percentage of disadvantage students achieving a Grade 5+ in English and Maths was 25%, in line with 2019 and exceeding 2018.

Actions

In order to achieve greater progress towards this intended outcome in Year 2 of the plan we will do the following.

- Expand Lead Practitioner Team to deliver instructional coaching to staff on how to better meet the needs of disadvantaged students. In particular, the addition of the Lead Practitioner in Mathematics to continue raise standards in the department.

- Development of new CPA Strategy to provide more opportunities for continued professional development focused on meeting the needs of disadvantaged students.
- New raising standards programme to be developed, with programme of bespoke targeted support for disadvantaged students not making expected progress at KS4.

Intended Outcome: Disadvantaged students engage in opportunities to develop their resilience and cultural capital.

Success Criteria:

- At least 34% of those students attending the Transition Summer School are disadvantaged students.
- All disadvantaged students have received at least one careers interview by the end of KS3.
- All high prior attaining disadvantaged students attend at least one careers talk each year. Scholarship and leadership programmes are made up of at least 34% disadvantaged students.
- Student voice shows that disadvantaged students have high aspirations and recognise the role school plays in achieving these.
- All disadvantaged students attend at least one Educational Visit by the end of KS3.

Evaluation

Summer School

We successfully delivered a week-long Summer School for the New Year 7s with around 50 students attending each day. Approximately 40% of students attending the Summer School were disadvantaged students. Student voice on the event was overwhelmingly positive, reflecting our intention of supporting students' personal development. The following illustrate the comments made by several students:

- 'There is nothing about it that I didn't enjoy. I loved everything! It made me more open and it gave me new friends. I would love to do it again, but if I can't I am still happy that I got the chance to do it.'
- 'Beforehand, I was really scared to attend. I thought making friends would be a hassle, and that I'd spend the week by myself, but thanks to the cooperative activities, I think I've improved my social skills. So, thank you.'

Scholars Programme

Throughout the academic year 48 students, identified as either high prior attaining or with the potential to make accelerated progress, engaged in the Brilliant Club Scholars Programme. These students engaged in small group lessons working with a university tutor to study a subject at a level pitched one key stage above their current key stage.

This was completed in two cohorts, one in autumn and a second in summer term. 50% of both cohorts were students supported by the Pupil Premium Grant, 75% had no parental history of higher education and 79% lived in the areas identified as among the 40% most deprived in the country.

Both cohorts received information, advice and guidance on University and a graduation event, with the second cohort completing their graduation of the University of Oxford.

Both cohorts made significant improvements in their academic achievement assessments completed on the programme. Furthermore, both cohorts demonstrated improvement in their self-reported belief that they can attend and succeed at university (23% for cohort 1 and 15% for cohort 2). Within this indicator, the greatest progress was seen in students' knowledge of university.

Actions

To make further progress towards this intended outcome in Year 2 of this plan we will.

- Appoint dedicated Careers Lead to oversee and deliver carers programmes.
- Expand number of students involved in Scholars Programme, including offering our own package of events for Scholars.

Intended Outcome: Improve the attendance of disadvantaged students.

Success Criteria:

- The attendance of disadvantaged students, is at least 95%.
- The attendance of FSM students, is at least 95%.

Evaluation

The attendance of Pupil Premium students was slightly below that of non-PP students. With a slightly wider gap for FSM students. Nonetheless, there has been a significant improvement in the attendance of disadvantaged students from the previous academic year.

Given the impact of COVID on attendance, this would suggest that we have been successful in reducing the attendance gap. Nonetheless, we recognise that we need to continue to build upon this work to ensure that the attendance of disadvantaged students continues to improve.

Actions

To make further progress towards this intended outcome in Year 2 of this plan we will.

- Fortnightly meetings to be held to identify attendance concerns and action support to improve attendance of identified students.

- Introduce Attendance Handbook to continue to improve monitoring of attendance and interventions to address repeated absence.

Disadvantaged students' behaviour support their learning.

Success Criteria:

- Reduction in percentage of disadvantaged students with exclusions.
- The average number of behaviour points for disadvantaged students is no higher than non-disadvantaged students.

Evaluation

In 2021-22, pupil premium students received a higher proportion of behaviour points and exclusions than non-pupil premium students. This was an increase on the previous academic year. However, our evaluation suggests that this reflects the more robust behaviour procedures that are in place. Furthermore, through the work of the Behaviour Team and Year Teams additional support and interventions are in place for disadvantaged students with high numbers of behaviour points. Nonetheless, there is a recognition that there are further opportunities to deescalate behaviour in the classroom.

Actions

- All teaching staff to receive training, sharing best practice on implementing behaviour routines and expectations.
- Continue daily Behaviour Report to ensure that there is a clear action to follow up on daily incidents involving disadvantaged students.
- Further embed personalised pastoral interventions for disadvantaged students with a high number of behaviour points, including mentoring and mental health support.
- Establish vulnerable register to support students in need with equipment and uniform.

Intended Outcome: Improve engagement of parents/carers of disadvantaged students.

Success Criteria:

- At least 34% of parent/ carers attending Parent/ Carer Evening are of disadvantaged students.
- All parent/ carers of disadvantaged students are contacted prior to Parent/ Carer Evening to support bookings.
- All parent/ carers of disadvantaged students who do not attend Parent Carer Evenings attend alternative meeting arrangements.

Evaluation

Parent Carer Evenings have been moved to virtual appointments. Admin support is in place to contact parent/carers of disadvantaged students to ensure that they are booked on to appointments. As a result, the majority of pupil premium students have received appointments during Parent Carer Evenings. However, the percentage attending is lower at KS4.

Furthermore, additional opportunities have been given to Parent Carers to engage with the school. This has included the 'Meet the Tutor' evening for all New Year 7s and a virtual evening for parent carers of high prior attaining students.

Actions

To make further progress towards this intended outcome in Year 2 of this plan we will.

- Invite parent/carers of disadvantaged students who do not attend to meet with senior members of staff to discuss students' learning.
- Invite parent/carers of targeted KS4 disadvantaged students to face-to-face events to outline how they can better support their child's learning.

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
Accelerated Reader	Renaissance Learning
Scholars Programme	Brilliant Club