

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 | Seaham High School |
| Number of pupils in school | 1130 |
| Proportion (%) of pupil premium eligible pupils | 42.02% (474) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | Dec 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mr G Lumsdon Headteacher |
| Pupil premium lead | Mrs A Carr Deputy Headteacher |
| Governor / Trustee lead | Mr L Brown Chair Governors |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year 450 | £465,750 |
| Service children 10 | £3,350 |
| Post LAC 25 | £63,250 |
| Recovery premium funding allocation this academic year | £124,200 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £532,250 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that **all students**, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We believe that the core purpose of our school is to engage the minds of all learners who attend in order to broaden their future by providing the opportunity to maximise life chances. We offer everything needed to succeed, a curriculum that responds to the needs of each and every individual. Learning experiences that are diverse, flexible, rich, experiential and active. Dynamic personalised teaching and learning, high standards, high expectations and great challenges.

Our vision is "To enable the young people of Seaham to achieve the highest possible outcomes which they can use to continue their learning and make a valuable contribution to the global society in which we all now live. They should feel safe, secure, be free from prejudice and be able to develop a mutual respect for all others. Students should be ready to take on the challenges of the twenty-first century and leave school with hope for their future. They should have the confidence to take on new opportunities and know where to turn when a helping hand is required. When they leave, their minds have been engaged, their horizons have been broadened and they should have valued their educational experience."

The main barriers that hinder the academic achievement of pupils in receipt of pupil premium funding are as follows; low academic aspirations, attendance, poor literacy and numeracy skills, support from home and limited access to wider enrichment opportunities. These factors drive our pupil premium strategy to ensure that our pupils are able to achieve their full potential.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that progress goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The EEF has recognized that QFT has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside attainment and progress for their disadvantaged peers.

Our strategies are also integral to wider school plans for education recovery, notably in its targeted support through Catch Up Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment using the DTT (Diagnosis, Therapy, Testing) model, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what our students can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Improving literacy skills. Disadvantaged students commonly have lower levels of reading comprehension particularly with current year 9, 43% (CAT data) below age-related expectations. This impacts on their progress in all other subjects.</p> <p>Assessments, on entry to Y7 and ongoing formative tests indicate that there is a widening gap between disadvantaged and non-disadvantaged that expands as students move through the school to KS4. 9.8% are 3 years below, 19.2% 2 years behind peers.</p> <p>Current Y11 KS2 105.5 APS on entry, FFT P8 ALL English score -0.15, Jan 24 prediction -1.12, whole school -0.79</p> <p><i>Data to be reviewed termly</i></p> |
| 2 | <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 25% of our disadvantaged pupils arrive below age-related expectations compared to 75% of their peers. Subsequent internal and external (where available) assessments show that this gap widens by around 9% during pupils' time at our school.</p> <p>Current Y11 FFT all 0.16, PP 0.22. Predicted maths score Jan 24 PP -0.67, All-0.60</p> <p><i>Data to be reviewed termly</i></p> |
| 3 | <p>Engagement – Raise aspirations in order to improve student attitudes towards to learning, behaviours and responsibility over their learning.</p> <p>Parental Engagement – Parents/carers to be involved in their child's learning with sessions to support and promote high aspirations.</p> |

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| 4 | <p>Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period. Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. Students adjusting to the new school routines and structures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support increased by 7 pupils (3 of whom are disadvantaged) who currently require additional support with social and emotional needs.</p> |
| 5 | <p>Education and wellbeing concerns following period of lockdown. Our surveys to parents/carers and students suggest many of our students including disadvantaged have been impacted by lockdown and periods of self-isolation. These findings are in line with the national picture. Subject Covid Recovery plans have identified gaps in knowledge identified from low stakes testing and assessments from Summer Term 2021. Many disadvantaged students have fallen behind the progress of their peers.</p> <p>Ensuring our SEND students are making social, emotional and academic progress following the lockdown period.</p> <p>Gaps in 'careers and further education' advice and guidance.</p> |
| 6 | <p>Maintaining a high attendance % for all students is a priority: Our attendance data indicates that attendance among disadvantaged pupils has been between 2019-20 92.33%, 3.1% lower, in 2020-21 90.28%, 4.56% lower than for non-disadvantaged pupils. Current attendance of all pupils is 90.84% (9/1/24) this compares to NA (91.4%) and NE (90%). The gap between PP/NPP is currently -6.71% (Jan 24). The NA gap between FSM6/Not FSM6 is -7%. The NE gap for FSM6/Not FSM is -8.2%</p> <p>PA for the whole school stands at 26.2% (9/1/24) this compares to NA of 26% and NE (30%). The PA for PP students at Seaham High school is 39.2% compared to NA 43% and NE at 46%. However the gap between PA PP/NPP at Seaham High is $39.2\%/16.8\% = 22.4\%$. This compares to NA gap of 24% and NE gap of 25%</p> <p>2020-21 200 students PA, 136 were PP 68% of disadvantaged pupils have been 'persistently absent' compared to 2019-20 143 students PA and 95 PP, 66.% of their peers during that period. In total we currently have 185/472 PA students who are PP = 39.2% (9/1/24) and 110/654 PA students who are NPP = 16.8%. This gives a total PA students $295/1126 = 26.2\%$ (9/1/24) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |

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>Positive engagement in student learning leading to improved attainment and progress of the disadvantaged students across the curriculum at the end of KS4, with a particular focus on Core and EBacc subjects.</p> | <p>Positive P8 score and positive score in all progress pots</p> <p>By the end of our current plan in 2023-24, 10% (4.1% Jun 23) of disadvantaged pupils achieve the English Baccalaureate (EBacc). Predicted Summer Term 24 9.3%.</p> <p>2023 predicted KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 40.57 • an average P8 score of -0.62 • See actual outcomes at the end of the document |
| <p>Improved reading comprehension among disadvantaged pupils across KS3 and KS4.</p> | <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a reduced gap between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through greater engagement in lessons, work scrutiny and new literacy policy alongside Talk4writing strategies.</p> |
| <p>Improved numeracy skills among disadvantaged pupils across KS3 and KS4.</p> | <p>Numeracy skills tests demonstrate improved number skills among the disadvantaged pupils and a reduced gap between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should have recognised an improvement through greater engagement and confidence with number work and improved numeracy policy.</p> |
| <p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> | <p>Teacher reports on A2L and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> |

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| <p>To manage and maintain improved wellbeing for all pupils, including those who are disadvantaged.</p> | <p>Continued high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> |
| <p>Parents / Carers to play a vital role in students success by becoming involved in their child's learning.</p> | <p>Improving student aspirations in school</p> <ul style="list-style-type: none"> • Positive student outcomes • Positive attendance figures • High attendance figures in engage evenings. • High attendance figures in parents evenings • Positive parent voice. |
| <p>Attendance figures including disadvantaged to be in line / exceed national figures.</p> | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 94.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1% <p>the percentage of all pupils who are persistently absent being better than 13.7% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p> |

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: £98763.72

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CAT testing for all Year 7 & 8 students Staff CPD on interpretation of assessments | Identify the ability of all students so as they can be set in CORE subjects in October 2021 Target setting raises aspirations of all students. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1,2,3 |
| Purchase additional tutor reading book sets to broaden the menu of books available (see MUR) | The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. Improving Literacy in Secondary Schools | 1 |
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. All staff to receive professional CPD and coaching Nov 22, Sept 23 | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Whole school literacy CPD drive on Talk4writing planned Sept 22 to improve reading ages. New Literacy Lead Sept 23. | 1 |

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| <p>Development of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and specific CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit +6 months</p> <p>New Lead of maths and Lead Practitioner for maths appointed Sept 23.</p> | <p>2,3,5</p> |
| <p>Period 6 intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching</p> | <p>Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (Formative, summative, mocks and summer exams)</p> <p>Extending school time +3 months</p> <p>https://educationendowmentfoundation.org.uk</p> | <p>1,2,3,5</p> |
| <p>Representative sample mock papers in most subjects sent off to be marked externally</p> | <p>This will ensure accurate and consistent marking of Year 11 papers with which to identify gaps in knowledge and intervene accordingly</p> <p>Feedback +6 months</p> <p>https://educationendowmentfoundation.org.uk</p> | <p>5</p> |
| <p>Ensure that the GCSE Pod, SENECA and Sparks platforms are rolled out successfully and monitor the usage across year groups</p> | <p>The resources available within GCSE Pod will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks and final exams). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps.</p> | <p>5</p> |

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| | Analysis of students' work then builds over time and interleaved practice and revision is created. | |
| Focus on Rosenshine & TL strategies leading to all students knowing more and remembering more of the common curriculum being taught | Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TL strategies in particular are allowing students' to maximise learning and retain key subject knowledge. QA procedures to show consistent high quality teaching and learning with students receiving adaptive teaching to meet their needs. Positive outcomes in all lesson observations, learning walks, work sample. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf +3 months | 3,5 |
| Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium | Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised. Collaborative learning approaches +5 months https://educationendowmentfoundation.org.uk | 3,5 |
| Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. | Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf | 3,5 |
| Purchase revision guides/ workbooks for all students to ensure independent work can be | We will track home learning engagement stats in Y11 to highlight the successful use of revision guides and SHS intervention views. Improved attainment and progress scores between November and March mocks in Y11. https://educationendowmentfoundation.org.uk/public/files/ | 3 |

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| completed at home | Publications/Pupil Premium Guidance iPDF.pdf promoting independence | |
| Ensure that all teachers are trained up in their exam specifications and adaptations for the 2023/2024 exam series | This will safeguard against potential staff absence or indeed specification changes/adaptions for 2022 summer series exams which means the curriculum is altered and there is a need for more expertise in different parts of the specification. Arrangement of super learning days to close the knowledge gaps. | 3,4 |
| Subsidised music lessons offer | Increased access for students to internal and external lessons for students in all key groups. Option uptake figures for RSL music. Creation of school band. New course Sept 23. https://educationendowmentfoundation.org.uk Arts participation +3 months | 3 |
| Cultural Experiences | School visits % increase following COVID restrictions. Uptake of student numbers. External visitors into school e.g. Aspire days, whole school assemblies etc https://educationendowmentfoundation.org.uk Arts participation +3 months | 3,4,5,6 |
| Subsidised Food Technology | Ensuring that all students can fully participate in making products in Food Tech | 3,5,6 |

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

Budgeted cost: £209421.08

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Engaging with the small group intervention in English, maths, science and Spanish to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF +5 months | 1,2,3,5 |

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| of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Students at SHS respond well to teaching support in small groups, historically this has been offered to small cohorts, the funding gives us the opportunity to deliver to a wider cohort. This will enable gap filling from lost learning time. Positive outcome figures in related areas. QA demonstrates high quality adaptive teaching. | |
| Small EBACC groups 1:3/5 intervention | Data analysis to show positive indicators in related subjects. Positive Student Voice. QA procedures to show high quality adaptive teaching. Positive outcome figures in related areas. QA demonstrates high quality adaptive teaching. Small group tuition Toolkit Strand Education Endowment Foundation EEF +5 months | 1,2,3,5 |
| Targeted reading groups during registration. Reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps. | Reading tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1 |
| Teaching assistants and targeted support. 2 groups in Y7 & Y8 who require support with literacy and numeracy to have LSAs x 6 supporting in the class | The students who benefit from this additional support in class will be able to make rapid progress in literacy and numeracy. Teaching assistant interventions Small group tuition Toolkit Strand Education Endowment Foundation EEF +4 months | 1,2,3 |
| Deliver a full programme of revision techniques to Y11. This will include external speakers who will also work with students and parents. | Teaching revision techniques is a helpful way of preparing students for their mock and final exams. Metacognition and self regulation Small group tuition Toolkit Strand Education Endowment Foundation EEF +7 months | 3,4,5,6 |

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|---|---|--------------------|
| <p>English Language specialist intervention delivered by AQA specialist, Geog specialist P3</p> | <p>The school has used GE to deliver bespoke catch up sessions with targeted students in previous years with great success. Whole year group to receive the super learning day to address skills deficit and build on confidence in tackling exams to maximise achievement and progress in English.</p> <p>Oral language interventions +6 months. Reading comprehension strategies +6 months</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF +5 months</p> | <p>1,3</p> |
| <p>Sparx maths subscription (homework and catch up)</p> | <p>Close and systematic tracking of Sparx maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks. Monthly report produced tracking individual student success at class and whole year group level.</p> <p>Independent</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> | <p>2,3</p> |
| <p>Employ a HLTA to lead on mentoring PP students. Utilise own staff to work as student mentors</p> | <p>Provide 1:1 mentoring for targeted PP students. To run activities and events for PP students and their families such as parental engagement evenings, Art therapy to provide outlet for students who find verbalising ideas difficult, sports sessions for wellbeing, provide a support helpline for parents to call if they need help with supporting hmk.</p> <p>Data analysis to show positive indicators in related subjects. Improved outcome figures. Strong student voice.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Parental engagement +4 months One-to-one tuition +5 months</p> | <p>1,2,3,4,5,6</p> |

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

Budgeted cost: £325660.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Employ a school Mental Wellbeing Practitioner who can provide additional counselling time for specific students who require support with regulation their emotions.</p> | <p>Having additional counsellors, the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being, which will lead to a more positive outlook in lessons and around school.</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Social & emotional learning +4 months Behaviour interventions +4 months CPOMs data to inform timely and effective support. Improved attendance figures.</p> | <p>4</p> |
| <p>Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.</p> | <p>This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money</p> | <p>6</p> |
| <p>Improve whole school attendance figures including key groups.</p> | <p>Sustain and continue to improve the attendance of all students including key groups to raise figures above beyond National Average. Reduce PP PA. Students monitored weekly</p> | <p>6</p> |

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| % of EWO salary to have fulltime coverage. | in particular the PP students in more depth at the weekly cabinet meetings | |
| Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be provided for pupils that meet before school or lunchtime. | This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond. To ensure all students have a rich range of experiences - thus developing knowledgeable, confident, responsible and articulate learners and citizens. Increased participation in extra curricular activities by PP students. Small group tuition Toolkit Strand Education Endowment Foundation EEF Small group +4, 1:1 +5 months | 3,5 |
| Purchase School Cloud – a new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance | To maintain communication between the school and the parents regarding academic performance. Small group tuition Toolkit Strand Education Endowment Foundation EEF Parental engagement +4 months | 3 |
| Alternative Provision Providers | Reduction in exclusion figures. | 3,5,6 |
| Parental engagement evenings | Engaging families in their child's learning. Small group tuition Toolkit Strand Education Endowment Foundation EEF Parental engagement +4 months | 3 |
| Investment in creating a fitness suite | Encouraging student participation in physical activity before, during and after school. Small group tuition Toolkit Strand Education Endowment Foundation EEF Physical +2 months | 3,4,5 |

Total budgeted cost: £633,845

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our TAGs 2020/21 demonstrated that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

| Headlines | | PP | NPP |
|------------------------------------|-------|-------|-------|
| Progress 8 score | +0.47 | 0.05 | 0.74 |
| Attainment 8 score | 52.00 | 43.59 | 57.33 |
| 4+ in English and maths | 68.5% | 48.9% | 81% |
| 4+ in English | 78.4% | 55.3% | 85.6% |
| 4+ in maths | 74.6% | 58.4% | 85.2% |
| 5+ in English and maths | 48.7% | 30% | 60.6% |
| 5+ in English | 63.8% | 39.7% | 67.6% |
| 5+ in Maths | 55.2% | 37.1% | 66.9% |
| Progress 8 score English | 0.06 | -0.41 | 0.35 |
| Progress 8 score Maths | 0.07 | -0.35 | 0.34 |
| Progress 8 score Ebacc | -0.01 | -0.49 | 0.28 |
| Progress 8 score Open | 1.49 | 1.16 | 1.69 |
| 26% of students achieved the Ebacc | | | |

In 2022 the gaps have widened however, this is inline with national average gaps for PP. The vocational subjects were all highly successful with PP student with an in-school gap of -0.05.

| Progress and Attainment 8 Summary 2022 | | | | | | |
|--|----------|----------|---------|-------|-------|-------|
| | A8 Score | P8 Score | English | Maths | Ebacc | Open |
| Non Disadvantaged | 51.6 | -0.18 | -0.41 | -0.61 | -0.71 | 0.79 |
| Disadvantaged | 37.31 | -0.55 | -1.02 | -1.03 | -1.17 | 0.7 |
| Overall | 45.48 | -0.34 | -0.67 | -0.79 | -0.91 | 0.75 |
| Gaps | -8.17 | -0.21 | -0.35 | -0.24 | -0.26 | -0.05 |

Maths and English 4+ is a key priority for whole school as well as PP students.

| 4+ Eng and Maths (Basics) | | | | | |
|---------------------------|------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 |
| % Non Disadvantaged | 67.4 | 77.3 | 81.0 | 69.5 | 75.2 |
| % Disadvantaged | 37.3 | 39.7 | 48.9 | 30.6 | 41.1 |
| % Overall | 54.5 | 63.6 | 68.5 | 52.8 | 64 |
| School Gap | 30.1 | 37.6 | 32.1 | 38.9 | 34.1 |
| % National | 64.9 | | | 69.3 | 67.8 |

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Google Classroom and use of online resources such as Hegarty, Seneca, GCSE Pod, SHS intervention site.

Although overall attendance in 2020/21 was lower than in the preceding year, (92.86% 2020-21). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.56% higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

| Attendance Impact Y11 (based on FSM) | | | | |
|--------------------------------------|-------|-------|-------|-------|
| | 2019 | 2020 | 2021 | 2022 |
| % Non Disadvantaged | 97.24 | 95.94 | 95.49 | 92.37 |
| % Disadvantaged | 91.67 | 86.84 | 89.74 | 87.36 |
| % School Gap | -5.57 | -9.1 | -5.75 | -5.01 |

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

| Progress and Attainment 8 Summary 2023 | | | | | | |
|--|----------|----------|---------|-------|-------|------|
| | A8 Score | P8 Score | English | Maths | Ebacc | Open |
| NPP 108 | 50.78 | -0.29 | -0.7 | -0.73 | -0.82 | 0.67 |
| PP 102.5 | 40.82 | -0.24 | -0.72 | -0.84 | -0.72 | 1.15 |
| Overall | 47.48 | -0.27 | -0.74 | -0.8 | -0.81 | 0.79 |
| Gaps | -6.66 | 0.03 | 0.02 | -0.04 | 0.09 | 0.36 |

PP students outperformed NPP students in 2023 in all 4 buckets and a notable positive of +0.36 was achieved in the Open bucket. The KS2 start point for PP is below that of their NPP peers by 4.5.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Effective monitoring of the 11 service children to ensure that they attain expected progress over time. Some students will have received targeted small group intervention in the core subjects. A range of extra curricular activities to build cultural capital. Pastoral support where students have been identified as high need eg school councillor. |
| What was the impact of that spending on service pupil premium eligible pupils? | Improved P8 score. Improved attendance that is above national average and local authority figures. Students identified as requiring additional technology to access remote learning were provide with devices. QA procedures provide evidence of adaptive teaching and learning to meet the needs of the students. High % of students attend after school clubs. All service students attended group activities/educational visits. |

Further information (optional)

Additional activity

We have conducted a pupil premium review, conducted by the local authority, to investigate the use of the PP funding and activities that had been undertaken in previous years. The purpose was to investigate why activities had not had the desired impact on outcomes that was expected.

We looked at a number of reports and studies about effective use of the pupil premium spending on improving outcomes. We also looked at various studies about the impact of the pandemic on disadvantaged students.

We used the EEF implementation guidance to improve our pupil premium strategy.