

Pupil Premium Strategy

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	QEGS Blackburn Academy Trust
Number of pupils in school	1278
Proportion (%) of pupil premium eligible pupils	27%
Academic years that our current pupil premium strategy covers (3 year plans are recommended)	September 2021 – August 2024
Date this statement was published	31st December 2021
Date on which it will be reviewed	31st January 2022, 30th April 2022, 31st August 2022
Statement authorised by	The Trustee Board
Pupil premium lead	Mr N Vyse
Trustee lead	Mr D Peat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,000
Recovery premium funding allocation this academic year	£34,500
Pupil premium funding carried forward from previous years	£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	£278,500

Part A: Pupil Premium Strategy

Statement of intent

At Queen Elizabeth's Grammar School Academy Trust we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We understand that some pupils from disadvantaged backgrounds require additional support to reach their true potential, regardless of their ability. We will use all the resources available to help and encourage disadvantaged pupils to reach their full potential, including the Pupil Premium grant (PPG) and the Recovery Premium funding.

This strategy policy outlines the amount of funding available, the school's chosen actions and approaches strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

Likely Challenges

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

Challenge number	Detail of likely challenges
1	Pupil Premium pupils are often behind age related expectations in English and Mathematics. Our challenge is to ensure that all our disadvantaged pupils maximise their attainment in the key subject areas of English and Mathematics.
2	Pupil Premium pupils may have a narrower vocabulary and a lack of willingness to read for pleasure. Our challenge is to improve pupils' vocabulary and reading skills to ensure pupils can access the wider curriculum in full.
3	Pupil Premium pupils' attendance may be lower and there is a greater likelihood to be a persistent absentee.

	Our challenge is to promote full attendance amongst all pupils. We believe that full attendance is essential if maximum attainment is to be achieved for each and every pupil.
4	Pupil Premium pupils may have higher frequency of mental health issues. Our challenge is to ensure that efficient frameworks of support are in place to promote good mental health amongst all our pupils.
5	Pupil Premium pupils may not have had the same opportunities as others to experience an excellent learning environment in its broadest sense. This includes taking part in wider learning experiences such as clubs, sports and visits. Our challenge is to provide all of our pupils with exciting learning opportunities and access to extra-curricular activities.
6	Pupil Premium children may face difficulties to find a quiet suitable space to work at home. Our challenge is to ensure pupils have access to resources and spaces to undertake study additional to the teaching hours that take place during the school day. This includes providing places to study at school outside of teaching hours and/or appropriate resources that Pupil Premium pupils can use at home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Disadvantaged pupils achieve in English and Mathematics in line with pupils at school.	Assessment data throughout the school but a particular focus on GCSE English and Mathematics results and End of Key Stage data in the Primary School. We will aim for gaps of less than 10% between disadvantaged pupils and non-disadvantaged pupils when analysing external data points.
2. Disadvantaged pupils improve vocabulary and reading skills and therefore achieve in all subjects in line with non-disadvantaged pupils in school.	Assessment data throughout the school but particular focus given to Progress 8 data at GCSE and the End of Key Stage data in the Primary School. We will aim to close any gaps between disadvantaged pupils and non-disadvantaged pupils when analysing external data points.

<p>3. Full attendance achieved by all pupils in the school</p>	<p>In 2019 the national attendance figure for Pupil Premium children in the academic year 2018/19 was 94.6%. We will aim for the attendance of our disadvantaged pupils in 2021/22 to be 95.5% or above and, for the academic year 2022/23, we will aim for the attendance of our disadvantaged pupils to be 96.0% or above.</p>
<p>4. Pupils are kept safe and the school's response when there are concerns is immediate and appropriate.</p>	<p>A pupil survey will be completed in order to gauge pupil views. An annual pupil survey of those who have received safeguarding support (School nurse, CANW, MHST etc) will also be completed in order to gauge user views. Termly discussions with pupils in the Primary School by Primary School SLT will take place in order to gauge pupil views in an age-appropriate manner.</p>
<p>5. All pupils have access to extra-curricular activities and exciting learning opportunities throughout their school life.</p>	<p>A range of exciting learning activities and extra-curricular activities run for all pupils with all disadvantaged pupils having opportunities to attend. Discussions to take place with disadvantaged pupils and middle/senior leaders to encourage pupils to take part in a full range of activities.</p>
<p>6. All pupils have space to undertake study</p>	<p>Discussions with disadvantaged pupils and middle/senior leaders to ensure that they do have the resources/space to work at home. Encourage disadvantaged pupils to use the study spaces provided at school including keeping registers of pupils attending the extended library services. Monitor the Class Charts homework data for disadvantaged pupils to ensure that targeted support can be offered.</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: £1111,000

Activity (challenge numbers addressed)	Evidence and Rationale that supports this approach	Intended and actual impact with next steps (reviewed termly)
<p>Extra set for English and Mathematics from Year 8 to Year 11 to ensure that teacher ratio is smaller and therefore disadvantaged pupils obtain more teacher time. One extra set in English and Mathematics in each year group from Year 8 to Year 11. (1)</p> <p>Estimated costs: £60,000</p>	<p>Evidence produced by the Education Endowment Fund states that reducing class size has positive impacts of +2 months on average. This allows greater teacher time to be given to each pupil and also provides extra time for teachers to provide individual feedback in pupils' books.</p>	<p>To increase the percentage of disadvantaged pupils achieving grade 4 or above in English and Mathematics in Years 8 -11. Internal year data and external GCSE data will be used to monitor this.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Primary Teacher for 2 days per week to ensure that appropriate extra support is provided in the Primary School in English and Mathematics.</p> <p>Estimated costs: £20,000</p>	<p>Some children need a greater level of support than others to access the curriculum. Employing extra teaching staff allows timely small group interventions to take place and gives time to teaching staff to further adapt lessons and resources to meet the needs of all. This enables all pupils to make greater progress. We use the guidance provided by Education Endowment Fund</p>	<p>To increase the percentage of disadvantaged pupils achieving expected or above in Reading, Writing and Mathematics in Years 3 - 6. Internal year data and End of Key Stage data will be used to monitor this.</p> <p>Michaelmas Term</p>

	<p>which states that providing time to teachers to fully develop lesson planning and resources alongside inputting timely interventions to small groups, encourages all pupils to make progress.</p>	<p>Lent Term</p> <p>Trinity Term</p>
<p>Library lessons for Year 7 to Year 9 to include English teacher alongside the School Librarian in order that all pupils have the regular opportunity to read to an adult. (1,2)</p> <p>Estimated costs: £17,000</p>	<p>The Education Endowment Fund states that literacy is key to learning across all subjects in secondary schools and a strong predictor of outcomes in later life. We therefore wish to prioritise literacy.</p>	<p>To see an increase in reading ages of disadvantaged pupils and aim for pupils to report an increase in reading for pleasure. To monitor this we will use the annual reading tests alongside data on library loans.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Specific time given to Deputy Head (Data, Reporting and Staff Welfare) to create individual data analysis sheets and records for Pupil Premium pupils to ensure that progress is monitored and tracked effectively. (1,2,3)</p> <p>Estimated costs: £7,000</p>	<p>This data is essential to enable accurate analysis to take place. The time given to the Deputy Head (Data, Reporting and Staff Welfare) allows the data we collect to be checked for accuracy, appropriateness and for signs of bias. This allows Leaders to then be sure that the data they are provided with is appropriate for their needs. This approach follows guidance regarding collecting data from the Education Endowment Fund. Leaders can then make sure that interventions are well informed and likely to bring about the biggest impact. This has proved very positive in previous years to highlight gaps and put in place targeted support.</p>	<p>Deputy Head (Data, Reporting and Staff Welfare) to be able to report that pupil data is showing increases both in attainment and progress. Case studies will be created as evidence alongside overall year group data headline figures.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>

<p>To provide individual careers interviews for disadvantaged pupils in Years 7 to 9 and additional interviews for disadvantaged pupils in Years 10 and 11 above their curriculum entitlement. Individualised support assists in raising disadvantaged pupil's self-confidence. These interviews aim to raise aspiration and highlight possible future employment/training choices. (3,4,5)</p> <p>Estimated costs: £7,000</p>	<p>The disadvantaged group do not always benefit from the same level of support as more privileged pupils. The school aims to make sure all pupils aware of the opportunities available to them and to give them every assistance to make well informed decisions about their future. The EEF states 'ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than changing the aspirations themselves'.</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p>	<p>Positive feedback from disadvantaged pupils during individual progress meetings with senior leaders and with the careers advisor. All disadvantaged pupils to be able to access suitable further education, apprenticeships or employment. We will use destinations data alongside feedback from disadvantaged pupils to monitor this.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
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Intentions for 2022-2024 – Teaching

During this period we will:

- Sustainably provide smaller class sizes for the teaching of English and Mathematics for pupils in Years 8-11
- Provide time for primary teachers to implement group interventions alongside ensuring extra time is provided to adapt planning and resources to meet the needs of all
- Continue to use both an English teacher and librarian to deliver high quality library lessons to pupils in Years 7-9
- Provide time for staff to undertake 1-1 careers interviews with disadvantaged pupils to raise aspirations boost confidence in Years 7-9 and for additional careers interviews to be provided for disadvantaged pupils in Years 10-11
- Provide time for disadvantaged data to be analysed and monitored to ensure the support can be correctly targeted

These intentions will only be taken forward into the next academic year if data supports the actions and approaches chosen and funding continues to be available to support this, otherwise revisions will be made to this section by July 2022.

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

Budgeted cost: £102,350

Activity (challenge numbers addressed)	Evidence and Rational that supports this approach	Intended and actual impact with next steps (termly reviewed)
<p>TAs to be given time to provide timely and appropriate interventions to ensure that the Primary School children achieve at least age-related expectations. (1,2,3)</p> <p>Estimated costs: £35,000</p>	<p>Some children need a greater level of support than others to access the curriculum. Well informed use of TAs enables all pupils to make greater progress. We use the guidance provided by Education Endowment Fund to make sure that TA support is used as efficiently and effectively as possible to maximise pupil progress. The Education Endowment Fund research explains that TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months progress.</p>	<p>To increase the number of pupils achieving expected or above standard as a result of this support. We will monitor this through both internal data and End of Key Stage data.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>

<p>Targeted English and Mathematics days, one per term, for Year 10 and Year 11 disadvantaged pupils. (1,2)</p> <p>Estimated costs: £2,500</p>	<p>This enables the Head of English Faculty and the Head of Mathematics and Computer Science Faculty. This allows disadvantaged pupils to receive direct support in key skills. It also allows the Head of English Faculty and the Head of Mathematics and Computer Science Faculty to impress upon our disadvantaged pupils the importance of achieving the best grade that they can in these key subjects. The Education Endowment Fund state that small group tuition has an average impact of four months' additional progress over the course of a year. The Education Endowment Fund also state that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>To increase the percentage of disadvantaged pupils achieving grade 4 or above in English and Mathematics in Years 10 and 11. Internal year data and external GCSE data will be used to monitor this.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>'Get Exam Fit' programme offered by the Youth Support Trust. This aims to provide a group of disadvantaged pupils in Year 10 with strategies to manage the pressure associated with examination stress and performance (5)</p> <p>Estimated costs: £2,500</p>	<p>All pupils will face examinations in their future, and it is vital that pupils can achieve to the best of their ability in these examinations. This programme helps pupils to develop good habits which will support examination success. The Education Endowment Fund states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>A pupil survey will be completed after each of the four sessions to gauge pupil views. Pupils show a basic knowledge and understanding of how they learn, and they report that the programme has helped their ability to cope with examinations. Internal data and external GCSE data will also be used to monitor this.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Subject Clinics with priority given to disadvantaged pupils. (1,2)</p>	<p>At QEGS we have found that pupils benefit from focused support in small groups and this is backed by Education Endowment Fund research stating that 'small group tuition has an</p>	<p>Disadvantaged pupils show increased progress and enjoyment in subjects where subject clinics have been provided. We will monitor this through pupil voice, internal</p>

<p>Estimated costs: £6,000</p>	<p>average impact of four months' additional progress over the course of a year.' Subject teachers and pastoral staff ensure that disadvantaged pupils are invited/ persuaded to attend as many subject clinics as possible. The Education Endowment Fund state that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>year data and external GCSE data will be used to monitor this.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Mathematics and English weekly interventions for Year 11. Priority given to disadvantaged pupils. (1,2)</p> <p>Estimated costs: £8,500</p>	<p>It is vital that all pupils achieve their very best in English and Mathematics. These interventions enable disadvantaged pupils to benefit from focused support in small groups, which has had a positive impact at QEGS in previous years. Education Endowment Fund research states 'small group tuition has an average impact of four months additional progress over the course of the year.' The nature of these interventions (small groups) means that support can be more targeted. Education Endowment Fund states that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>To increase the percentage of disadvantaged pupils achieving grade 4 or above in English and Mathematics in Year 11. Internal year data and external GCSE data will be used to monitor this. A pupil survey will also be completed to gauge pupil views.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Funding 'MyMaths' to encourage pupils to improve, consolidate and extend their Mathematics skills. (1)</p> <p>Estimated costs: £750</p>	<p>'MyMaths' is an online resource that provides exercises for pupils to complete. These exercises can be completed in class or for homework. 'MyMaths' can also be used for consolidation work, for small group work and for homework. Evidence from the Education Endowment Fund states that using programmes such as this to consolidate, extend and self-quiz skill understanding can have a positive effect on</p>	<p>The disadvantaged pupils accessing MyMaths demonstrate positive progress in the learning completed using the technology. Internal year data and external GCSE data will be used to monitor this. A pupil survey will also be completed to gauge pupil views.</p> <p>Michaelmas Term</p>

	learning; 'using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.	Lent Term Trinity Term
Funding 'Bedrock Learning' for disadvantaged pupils in the Secondary School. (1,2) Estimated costs: £3,000	Improving both vocabulary range and reading skills is essential if pupils are going to achieve their full potential in all subjects. Education Endowment Fund research states the importance of increasing vocabulary range stating, 'that teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.	Disadvantaged pupils accessing Bedrock Learning show an increase in reading skills and vocabulary. Internal year data for English and external English GCSE data will be used to monitor this. A pupil survey will also be completed to gauge pupil views. Michaelmas Term Lent Term Trinity Term
Funding provided for extra books in the Primary School Library to ensure that there is a wide range of literature to cover the interests of all children. (1,2) Estimated costs: £2,000	Improving vocabulary and reading skills are essential if pupils are going to achieve their full potential in all subjects. This is backed by research from the Education Endowment Fund stating that 'language provides the foundation of thinking and learning and should be prioritised' The Education Endowment Fund state that 'literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.' We wish to ensure that the literature that we provide in our Primary School Library is, wide, varied inspirational and captures the interests of all our pupils.	To see an increase in reading ages of disadvantaged pupils and aim for pupils to report an increase in reading for pleasure. To monitor this we will use the annual reading tests alongside data on library loans. Michaelmas Term Lent Term Trinity Term
The Learning by Questions resource provides immediate individualised feedback on tasks	Improving pupils' skills in English, Mathematics and Science is essential as it will have a positive influence on life opportunities for our pupils.	Staff feedback is positive from the training received from LbQ and reports show that more staff members are incorporating LbQ into their lessons. Disadvantaged pupils using LbQ

<p>set in order to provide support and challenge in English, Mathematics and Science. It is highly recommended and has won several education awards. (1,2)</p> <p>Estimated costs: £7,000</p>	<p>QEGS staff have commented on positive outcomes for those pupils that had used the LbQ resources and pupils progress is able to be measured, showing positive results for pupils at QEGS who have used this resource in previous years. The Education Endowment Fund research into professional development of staff plays a crucial role in improving classroom practice and pupil outcomes'. Education Endowment Fund states that meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p>	<p>resources show positive progress as a result. Lesson observations report LbQ being used in a positive manner. Internal year data for English, Mathematics and Science, alongside End of Key Stage data for the Primary School and external GCSE data, will be used to monitor this. A pupil survey will also be completed to gauge pupil views.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Extended library opening times. Provide pupils with an excellent workspace within school for private study. (1,2,6)</p> <p>Estimated costs: £2,000</p>	<p>Not all pupils have a suitable workspace for completing work outside of school hours. This facility allows pupils to focus on their studies and also allows access to computers. Education Endowment Fund states that disadvantaged pupils are likely to benefit from having a space to conduct learning in School.</p>	<p>Disadvantaged pupils report that they are making positive use of the Library and records show disadvantaged pupils are accessing the Library.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>The Primary School will operate a 'Soft Start' each morning from 8.30am to provide a quiet space for children to read. (1,2,6)</p> <p>Estimated costs: £4,000</p>	<p>Not all pupils have a suitable workspace for completing work outside of school hours or a quiet place to read. This facility allows pupils to access a quiet place each morning in order to prepare themselves for the day or to read. Education Endowment Fund states that disadvantaged pupils are likely to benefit from having a space to conduct learning in School.</p>	<p>Disadvantaged pupils' access 'Soft Start' on a regular basis. Records will be kept, and this initiative will also be monitored through discussion from Primary School Leaders.</p> <p>Michaelmas Term</p> <p>Lent Term</p>

		Trinity Term
<p>High quality feedback and marking. Use of purple pens by pupils for corrections provides them with clear feedback and give them ladders for making further improvement. (1,2)</p> <p>Estimated costs: £600</p>	<p>This initiative will enable pupils to make greater academic improvement across the whole range of subjects. Research from the Education Endowment Fund states that ‘Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.’</p> <p>Helping pupils to understand how they learn and how they can improve has a positive impact on their learning. This has been researched by the Education Endowment Fund and ‘There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.’</p>	<p>All disadvantaged pupils show understanding of how they learn and what they need to do to improve. Termly meetings held with disadvantaged pupils and Senior Leaders to evidence this and the use of purple pen will be seen in books to show improvements in pupils’ work.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Provide revision and study skills training for Year 11 pupils. Pupils know how to revise effectively for their GCSE examinations. (1,2,6)</p> <p>Estimated costs: £1,000</p>	<p>The quality of GCSE results will affect pupils’ life chances. It is therefore essential that pupils are well informed of expectations. Their preparation for the GCSE examinations should be both smart and thorough. Study groups to share feedback in the past have proved very effective and this is seconded by Education Endowment Fund research who also found ‘Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.’</p>	<p>Disadvantaged pupils show increased progress in Year 11 after attended the study skills sessions. A pupil survey will be completed to also monitor this.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>

<p>Provide disadvantaged pupils with the necessary equipment to complete their studies successfully including resources, textbooks and revision materials. (1,2,3,6)</p> <p>Estimated costs: £10,000</p>	<p>Pupils in the disadvantaged group should have the same access to resources, revision materials and textbooks etc as every other pupil. This will afford them every opportunity to learn. Poverty proofing research has proven that it is imperative for pupils to have access to same resources as their peers to allow them to have the same opportunities to reach their potential.</p>	<p>Disadvantaged pupils have all necessary equipment for them to take part in all activities which is reported during individual termly meetings between Senior Leaders and disadvantaged pupils.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>To provide a resources fund for staff to bid for to address any underachievement. (1,2)</p> <p>Estimated costs: £6,000</p>	<p>Early intervention with pupils has been proven to be more effective than last minute examination cramming. Smaller targeted groups have proved positive and this has also been evidenced in the Education Endowment Fund research, 'small group tuition has an average impact of four months additional progress over the course of the year. The nature of these interventions (small groups) means that support can be more targeted.' For this to happen, often extra resources are required that are appropriate to the need being addressed.</p>	<p>Staff running activities for disadvantaged pupils have the resources they need. Disadvantaged pupils are able to access a range of activities which will enable them to access timely support and target specific subject areas. This in turn should have a positive impact on pupil progress and will be discussed during termly pupil meetings between disadvantaged pupils and Senior Leaders.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>1-1 Mathematics tuition for 10 pupils in Year 5/6 through Third Space Learning . (1,2,6)</p> <p>Estimated costs: £5,500</p>	<p>This initiative will enable pupils to make greater academic improvement across Mathematics. Previous groups of pupils that have undertaken this tuition have gained confidence and knowledge over the 10 weeks. Education Endowment Fund research states that 1-1 tuition has a positive effect on pupils' learning as it is very closely linked to the learning within the</p>	<p>Disadvantaged pupils show increased progress, confidence and subject knowledge when they have attended the weekly interventions. We will monitor this through both internal Mathematics data and End of Key Stage Mathematics data.</p> <p>Michaelmas Term</p>

	classroom. Education Endowment Fund states 'Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.'	<p>Lent Term</p> <p>Trinity Term</p>
<p>Targeted intervention delivered in the Primary School outside of teaching lessons with disadvantaged pupils having priority. (1,2,5)</p> <p>Estimated costs: £3,000</p>	<p>This initiative will enable disadvantaged pupils to make greater academic improvement across the whole range of subjects and where the support is most needed. Education Endowment Fund research has shown that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. The average impact of the deployment of teaching assistants is an additional four months' progress over the course of a year.</p>	<p>Disadvantaged pupils show increased progress, confidence and subject knowledge where they have attended the weekly interventions. We will monitor this through both internal data and End of Key Stage data.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>1-1 morning reading sessions in the Primary School targeting disadvantaged pupils. (1,2)</p> <p>Estimated costs: £3,000</p>	<p>This will allow pupils who may not be read with at home to have an adult listen to them read at least 3 times per week in addition to reading in class. Literacy support has Education Endowment Fund research to show that it can have a positive effect on pupils learning stating 'Literacy is key to learning across all subjects and a strong predictor of outcomes in later life.'</p>	<p>Disadvantaged pupils who are read with make very good progress and close the gap in comparison to other pupils. Our aim is for all disadvantaged pupils to make expected standard or above in Reading. We will monitor this through both internal data for Reading and End of Key Stage Reading data, alongside the annual Reading test.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>

<p>Intentions for 2022-2024 – Targeted academic support</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Sustainably provide targeted 1-1 and small group support in particular for English and Mathematics to raise pupil confidence and progress. • Continue to use online Third Space Learning 1-1 tuition to raise the attainment in Mathematics and boost confidence for KS2 pupils. • Continue to provide targeted intervention for to improve pupil progress. • Provide effective equipment and resources to allow all pupils the access to high quality teaching and learning materials. • Continue to fund the Learning by Questions resource. • Further develop reading, vocabulary and language skills through the use of new reading materials, extended library hours and additional reading support from Tas. • Continue to fund the Bedrock Learning resource. • Continue to fund the MyMaths Learning resource. • Provide guidance on examination and revision skills through specific activities and events. • Provide safe and quiet spaces for study and preparing for the day. <p><i>These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available to support this, otherwise revisions will be made to this section by July 2022.</i></p>		

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

Budgeted cost: £68,300

Activity (challenge / barriers numbers addressed)	Evidence and Rational that supports this approach	Intended and actual impact with next steps (termly reviewed)
Mentoring system implemented. Deputy Head (Attendance, Behaviour and Safeguarding)/Head of KS3/	The better the Senior Leaders in the school know our disadvantaged pupils, the better they will be able to provide for their needs.	Staff understand disadvantaged pupils needs further and are able to provide additional support to therefore ensure that disadvantaged pupils are receiving the best possible

<p>Head of Sixth Form/Primary School SLT meet with disadvantaged pupils 3 times per year. (1,2,3,4)</p> <p>Estimated costs: £6,000</p>	<p>Such a mentoring system allows staff to emphasise the importance of attendance, working hard, trying different things etc. The EEFs research reported that 'Every pupil should have a supportive relationship with a member of school staff'</p>	<p>support in school and there needs met. A pupil survey will be completed to gauge pupils' views on the effectiveness of this initiative.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Disadvantaged pupils are contacted by the attendance officer as a priority if they are absent from school. Home visits by the Attendance Officer and/or member of SLT when required. (1,2,3)</p> <p>Estimated costs: £18,000</p>	<p>We want 100% of pupils in school 100% of the time as this promotes greater academic attainment and therefore better life opportunities for our pupils. This sentiment is also held by the DfE who published research in 2016 to stating 'The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4'. We understand that disadvantaged pupils can, in some cases, struggle to attend school due to circumstances in their home environment and the Attendance Officer prioritises ensuring that our disadvantaged pupils have what they need to be able to attend school.</p>	<p>Disadvantaged pupils' average attendance to be at least 95.5%. If attendance for an individual disadvantaged pupil does fall below 95.5% in a half term, planned interventions will be put into place to improve this the following half term.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Provision of school counsellor to promote good long term mental health of pupils. (4)</p> <p>Estimated costs: £13,000</p>	<p>It is highly possible that pupils will need a level of mental health support. School has both MHST and CANW counsellors to provide this support if needed. Education Endowment Fund research states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic</p>	<p>Disadvantaged pupils will have opportunity to seek support for mental health concerns and can be referred to the counsellor. Disadvantaged pupils' behaviours are monitored via Class Charts and reported to pastoral teams. A pupil survey will monitor the effectiveness of this approach.</p> <p>Michaelmas Term</p>

	outcomes over the course of an academic year.	<p>Lent Term</p> <p>Trinity Term</p>
<p>A regular programme of INSET training on classroom management through 2021/2s. (2,3,5)</p> <p>Estimated costs: £7,300</p>	<p>Evidence reviews show that empowering teachers to become more effective in dealing with behaviours has a positive effect on the learning within the classroom and supports a positive learning culture within school. Education Endowment Fund research shows that 'effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression' and that this can have a positive overall effect on pupils outcomes of +4 months.</p>	<p>The frequency of class teachers reporting behaviour as a barrier to learning will decrease. Weekly logged behaviour will show a decrease in sanctions being recorded and therefore a reduction in bullying behaviours. We will monitor this through Class Charts data alongside pupil voice activities.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Parents/carers social evening for parents/carers of pupils in Year 7. (3,4,5)</p> <p>Estimated costs: £500</p>	<p>Strong links with home will enable parents/carers to share the school's goals. Parents/carers can then support school in promoting 100% attendance and encouraging their children to reach their academic potential. Education Endowment Fund evidence from the Teaching and Learning toolkit suggests that effective parental/carer engagement can lead to learning gains of +3 months over the course of the year.</p>	<p>Positive progress in outcomes to be seen from disadvantaged pupils whose parents/carers participate and access the social events. Pupils engage more in their learning. Internal year data, external GCSE data and attendance data will be used to monitor if disadvantaged pupils are reaching their potential. Case studies will be produced.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>

<p>Visit fund. To ensure disadvantaged pupils have full access to educational visits by ensuring that the costs of these visits are paid for by PP monies (including residential visits if appropriate). (1,2,4,5)</p> <p>Estimated costs: £12,000</p>	<p>We want to enable all pupils to access the full range of opportunities available as we believe that this will promote well rounded young adults who can adapt to all situations. There is Education Endowment Fund evidence that states that involvement in extra-curricular activities may increase pupil attendance and willingness to stay in school.</p>	<p>All disadvantaged pupils to be able to access all educational visits which would benefit their learning for their year group. Residential visit opportunities discussed in the meetings between disadvantaged pupils and Senior Leaders.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Clothing fund to ensure disadvantaged pupils have the correct uniform. (1,2,3)</p> <p>Estimated costs: £8,000</p>	<p>We want all pupils in the school to look smart in their uniform and all pupils should have access to the correct uniform. Research from the school's poverty proofing feedback discussed the need to ensure all pupils have access to the correct uniform and the Education Endowment Fund suggest 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p>	<p>All disadvantage pupils to be able to have the correct uniform for PE/games and school. Uniform will be checked by Form Tutors with any concerns reported to Senior Leaders so that appropriate support can be offered.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
<p>Most able talks with visiting speakers and alumni. Raising the aspirations of disadvantaged pupils and giving them priority for these talks/visits (1,2,5)</p> <p>Estimated costs: £1,000</p>	<p>We want the school to enable all pupils to access the full range of opportunities available as we believe that this will promote well rounded young adults who can adapt to all situations and increase life opportunities. Ofsted evidence: The new Ofsted framework launched in September 2019</p>	<p>Disadvantaged pupils will be encouraged to attend events/talks/visits and registers kept. Discussed in the meetings between disadvantaged pupils and Senior Leaders.</p> <p>Michaelmas Term</p>

	<p>increases the emphasis on personal development and investing in students' cultural capital, building on the Gatsby benchmarks for good career guidance from 2014 and the Department for Education Careers Strategy from 2017. This research highlights the valuable role guest speakers can play in contributing to these policy priorities.</p>	<p>Lent Term</p> <p>Trinity Term</p>
<p>Parental/carer workshops, home visits and social events in the Primary School.</p> <p>Estimated costs: £2,500</p>	<p>Strong links with home will enable parents/carers to share the school's goals. Parents/carers can then support school in promoting 100% attendance and encouraging their children to reach their academic potential. Education Endowment Fund evidence from the Teaching and Learning toolkit suggests that effective parental/carer engagement can lead to learning gains of +3 months over the course of the year.</p>	<p>Positive progress in outcomes to be seen from disadvantaged pupils whose parents/carers participate and access the social events, workshops and home visits. Pupils engage more in their learning. Internal year data, End of Key Stage data and attendance data will be used to monitor if disadvantaged pupils are reaching their potential. Case studies will be produced.</p> <p>Michaelmas Term</p> <p>Lent Term</p> <p>Trinity Term</p>
Intentions		
<p>Intentions for 2022-2024 – Wider strategies</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Aim to increase disadvantaged pupils' attendance to at least 95.5% by extending and improving attendance programmes and early intervention. • Encourage positive parental engagement which should have a positive impact on pupils at home. • Continue to provide staff with CPD to promote positive behaviour within the classrooms and around school. • Continue to provide disadvantaged pupils with correct uniform and access to educational school visits. 		

- Provide opportunities for visiting speakers to share aspirations and motivate pupils to achieve their very best.
- Continue to provide mental health support.
- Continue to hold individual meetings between disadvantaged pupils and Senior Leaders.

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available to support this, otherwise revisions will be made to this section by July 2022.

Total budgeted cost: £281,650

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.

Targets from the previous Pupil Premium strategy were partially met, due to the Covid-19 pandemic school closures and restrictions in place.

Full details can be found in our Pupil Premium Impact Statement 2020 – 21 document which is published on the school website.

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
Learning By Questions	Learning by Questions
Bedrock	Bedrock Learning
Reading Eggs	3P Learning
My Maths	Oxford University Press
Accelerated Reader	Renaissance
G-Suite Workspace Skills for Education	Canopy Education

