

## 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	The Queen Elizabeth Academy
Number of pupils in school	704
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers	2022 2023 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr N. Harding
Pupil premium lead	Mrs B. Gibson
Governor / Trustee lead	Mr C Bird

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 210105
Recovery premium funding allocation this academic year	£ 14040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 224,145</b>

<b>Additional Funding</b> – School Led Tutoring Grant	£
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# Part A: Pupil premium strategy plan

## Statement of intent

### **Intent:**

Our Pupil Premium intent is to ensure that no matter the academic, social or economic barrier to learning all students are equipped to compete at the highest level. The provision made for our Disadvantaged pupils instils our schools' values of Pride, Endeavour, Resilience, Kindness. Disadvantaged pupils are supported with focus on the whole child achieving their potential. We aim to provide all our learners but especially our economically Disadvantaged pupils with the necessary knowledge and skills to succeed through our broad and balanced curriculum.

1. To raise the progress, attainment and close the achievement gap of disadvantaged pupils allowing them to reach their potential.
2. Ensure that the funding provided for these pupils has a measurable impact on their outcomes, conduct & wellbeing.
3. To provide additional educational support inside or outside of the normal curriculum including extra curricula opportunities.
4. To ensure all disadvantaged pupils have access to the same broad, balanced, ambitious and inclusive curriculum that support excellent conduct, attendance & attainment
5. To utilise the funding to address any underlying economic and social inequalities between eligible pupils and their peers

### **Implementation:**

1. Teaching & learning – Continuing to embed a quality first teaching approach to learning alongside a broad and balanced curriculum that is inclusive to all learners especially those who are economically or socially disadvantaged.
2. Targeted academic support & intervention – Targeting & evaluating the impact of targeted interventions from additional staffing or quality external providers to raise the progress & attainment of eligible pupils.
3. Wider – attendance, behaviour, wellbeing – Intervening with pupils to ensure excellent attendance, good punctuality, excellent behaviour and removing barriers to in class or extra curricula learning.

### **Impact:**

1. Specific, measurable and achievable goals or outcomes
2. Realistic expectations of what can be achieved from an intervention
3. Clear time bound expectations and measurable end points
4. Evaluated based on the impact it has on pupils using quantitative and qualitative measures

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Progress &amp; Outcomes</b> - Maintaining a progress 8 score that is in line with national NPP whilst continuing to close the in-school gap between PP & NPP. The quality of teaching & learning has the greatest impact on our PP students meaning quality first teaching, feedback and assessment and small group tuition are key to improving outcomes.
2	<b>Attendance &amp; Missed Learning</b> – During 2020/21 our PP students had 59% more instances of Covid related absence on average than NPP. Our FSM students also had 47% more recorded instances of Covid related absence than NFSM. Our online engagement data shows that our PP students attended 14% less online lessons on average across Spring 2021 than NPP and FSM was 22% less on average than their NFSM peers. Absence historically is a major barrier in all years for disadvantaged pupils.
3	<b>Digital Technology Gap</b> - Access to digital technology for remote learning or home study continued to be an issue for our PP students. Over 100 PP eligible learners had an issue with access to IT during both lockdowns and this is 65% higher than the NPP students.
4	<b>Behaviour</b> - Behaviour points have reduced for our PP students but on average our PP students achieve 1/3 more points as their peers. Exclusions are reduced & continue to be low but a higher proportion of PP pupils require higher levels of behaviour intervention & support compared to NPP.
5	<b>Economic Barriers</b> – Access to curriculum materials, learning resources, uniform, food, transportation and uniform are all typical barriers for a select group of our eligible students. Support is provided through our pastoral system, and PP lead.
6	<b>Increased Safeguarding &amp; Mental Health Issues</b> – The number of pupils being referred for safeguarding or mental health investigations & interventions has increased significantly post lockdown.
7	<b>Reading and Oracy</b> – Post lockdown PP eligible learners are 28 months behind their NPP peers on average in their assessed reading age this September. FSM eligible pupils are a whole 22 months below their NFSM peers on average and on average are below their chronological age for reading.

## 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
PP students in Year 11 demonstrate outcomes that are broadly in line with their NPP peers.	<ol style="list-style-type: none"> <li>1. The in-school gap does not widen when comparing PP and NPP past 0.4 through mitigating lost learning &amp; prioritising tutoring for PP.</li> <li>2. Our PP students achieves a P8 score in line or better than of national NPP.</li> </ol>
PP students in Year 7 to 10 worse impacted by Covid related absence and reduced levels of academic progress are intervened with and enable them to progress and attain in line with their expectations or targets.	<ol style="list-style-type: none"> <li>1. Academic data from KS3 &amp; KS4 show that students that are targeted with School Led Tutoring have demonstrated a measurable improvement in progress &amp; attainment Our PP students across the school are achieving their age-related expectations or GCSE targets by the end of the tutoring &amp; intervention process.</li> <li>2. related expectations or GCSE targets by the end of the tutoring &amp; intervention process.</li> </ol>
Attendance for PP is in line with NPP	<ol style="list-style-type: none"> <li>1. Data analysis shows each term that PP absence is broadly in line when comparing PP to NPP.</li> </ol>
All PP students are provided with access to the IT they need in order to study at home	<ol style="list-style-type: none"> <li>1. Laptops are loaned as a long-term loan to our PP eligible pupils to support their home study.</li> <li>2. Laptops have a measurable impact on those students.</li> </ol>
PP eligible pupils' behaviour is as good as NPP learners conduct across the school.	<ol style="list-style-type: none"> <li>1. Class charts KPI and pupil level data analysis indicates that our PP eligible students have the same number of points than our NPP when averaging the data.</li> <li>2. Learning walk and PAS data analysis shows a high level of expectations and effective routines for learning in place for all pupils.</li> </ol>
Ensure that economic disadvantage of materials, resources or basic school equipment does not prevent pupils accessing the same broad and ambitious curriculum as their affluent peers.	<ol style="list-style-type: none"> <li>1. Pupil voice from a range of subjects indicates that PP students have the equipment, resources, uniform, transport and materials required to access school &amp; the curriculum Heads of Department and classroom teachers can articulate</li> <li>2. the support we put in place to support our pupils in accessing the curriculum.</li> </ol>

## 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: £ 142,845.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Curriculum 2021</b> onwards</p> <ul style="list-style-type: none"> <li>• New curriculum delivery based on gaps</li> <li>• Regular data monitoring &amp; intervention in all year groups.</li> <li>• Books and outcomes show no difference in the work or expectations of students.</li> </ul>	<p>EEF – <i>“Good quality T&amp;L has the most impact on learning”</i></p>	1,3,6
<p><b>CPD - Inclusive T&amp;L</b></p> <ul style="list-style-type: none"> <li>• Walkthrus CPD – Quality First Teaching</li> <li>• Internal and ATT Trust wide CPD</li> <li>• Addressing educational disadvantage – Quality First Teaching</li> </ul>	<p>EEF – <i>“inclusive &amp; adjusted practice leads to improved progress &amp; outcomes”</i></p>	1,3,6
<p><b>CPD - Routines for Learning</b></p> <ul style="list-style-type: none"> <li>• Routines for Learning</li> <li>• Embedding effective classroom routines that are consistent across all classrooms</li> <li>• Strategies that deescalate, enhance classroom relationships and equip staff with effective techniques that lead to engagement and progress</li> <li>• Alternative provision in inclusion room match classroom learning and restorative programmes available</li> </ul>	<p>EEF – <i>“+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour”</i></p>	1,4,6

<p><b>Clear Identification of Pupils</b></p> <ul style="list-style-type: none"> <li>• Consistent class charts seating plans and use of pupil passports used in lessons with strategies taken from 'Barrier Removal' that adjust learning for individuals</li> </ul>	<p><b>DFE (2015) Supporting the attainment of disadvantaged pupils</b>  <i>"Clear identification of small students to prevent pupils being lost"</i></p>	<p>1,3,6</p>
<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• Attendance officer x 2 (proportion)</li> <li>• Assistant headteacher (proportion)</li> <li>• Bridge officer (whole)</li> <li>• Safeguarding officer (proportion)</li> <li>• School Counsellor (proportion)</li> </ul>	<p><b>DFE (2015) Supporting the attainment of disadvantaged pupils</b>  <b>EEF – "+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour"</b></p>	<p>all</p>
<p><b>The Bridge Officer</b></p> <ul style="list-style-type: none"> <li>• 50% funded plus on costs PP/Recovery premium funds.</li> <li>• Support for in year transfer students, mental health crisis, return to school after absence</li> </ul>	<p><b>DFE (2015) Supporting the attainment of disadvantaged pupils</b>  <i>"Clear identification of small students to prevent pupils being lost"</i></p>	<p>All</p>
<p><b>CPD for staff</b></p> <ul style="list-style-type: none"> <li>• School wide routines and procedures in line with ATT trust expectations.</li> <li>• Classroom routines including the warm strict approach as per the ATT framework</li> </ul>	<p><b>EEF – "+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour"</b> <b>EEF – "inclusive &amp; adjusted practice leads to improved progress &amp; outcomes"</b></p>	<p>1,4,6</p>

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

Budgeted cost: **£26,040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>DI School Led Tutoring</b></p> <ul style="list-style-type: none"> <li>• 50% tutoring grant &amp; 50% PP/Recovery Premium</li> <li>• English</li> <li>• Maths</li> </ul>	<p>EEF – “+4 months impact on learning from a structured 1-3 small group tutoring session over a 15week block”</p>	<p>35 (Aut. 21 students) Y7 – 8</p>
<p><b>School Led Tutoring</b></p> <ul style="list-style-type: none"> <li>• 50% tutoring grant &amp; 50% PP/Recovery Premium</li> <li>• Existing staff contracted for @ £24 per hour all subjects with a focus on:               <ul style="list-style-type: none"> <li>• English • Maths</li> <li>• Science</li> <li>• Humanities</li> <li>• MFL</li> </ul> </li> </ul>	<p>EEF – “+4 months impact on learning from a structured 1-3 small group tutoring session over a 15week block”</p>	
<p><b>Accelerated Reader and Bedrock</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader for year 7/8 pupils</li> <li>• Support for those reading below chronological ages</li> <li>• Reading in/out of English lessons with regular assessment/monitoring from lead</li> </ul>	<p>EEF – “+6 months impact on reading &amp; comprehension strategies”</p>	<p>@150 students in Y7-Y8 for accelerated reader  All of year 7-10 for Bedrock</p>
<p><b>Intervention Fund</b></p> <ul style="list-style-type: none"> <li>• Weekend/Holiday/Evening intervention classes</li> <li>• Additional curriculum or intervention resources</li> </ul>	<p>EEF – “+4 months impact on learning from a structured small group tuition”</p>	<p>Targeted pupils 9-11</p>



<b>Sparks Maths and Sparks Reader</b> <ul style="list-style-type: none"> <li>Bespoke package for rapid progress in core maths and English reading areas, personalised to each learners needs</li> </ul>	<b>EEF – “+4 months impact on learning from a structured small group tuition”</b>	All of years 7 -10 weekly
<b>Reading</b> <ul style="list-style-type: none"> <li>Guided reading in lessons</li> <li>Tutor time reading</li> <li>Promoting reading for all</li> </ul> Embed reading in the curriculum	<b>EEF – “+6 months impact on learning and high evidence that it increases comprehension of texts”</b>	1,3,6
<b>Work Experience Programme</b> <ul style="list-style-type: none"> <li>360 package for support of placements and risk assessments of sourced and self sourced placements</li> </ul>	Gatsby Benchmark 6: “work visits, work shadowing and/or work experience”	1,2

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

Budgeted cost: **£ 55,459.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Learning Resources &amp; Material Barriers</b> <ul style="list-style-type: none"> <li>Year 7 New Starter equipment Y7 - @150</li> <li>In year learning equipment and resources such as maths sets/calculators, food ingredients, art/textile folders etc.</li> </ul> Art, Food & Textiles – 210 Maths – 336 <ul style="list-style-type: none"> <li>Revision guides &amp; packs created for pupils 9- 11</li> <li>Bus passes @5</li> <li>Uniform, shoes &amp; PE kits &gt;100</li> </ul>	<b>DFE (2015) Research to understand successful approaches to support most able academically disadvantaged pupils</b> “Removing financial barriers reduces stress... promotes the feeling of being care for... supports adult aspirations... allows curriculum engagement”	2,3,5,6
<b>Access to Quality IT at Home</b> <ul style="list-style-type: none"> <li>&gt;70 brand new laptops purchased as a up to 5-year long term loan</li> <li>Rolling program of identification &amp; loan at present until need is met</li> </ul>	<b>EEF (2021) Supporting School Planning</b> “79% of work in schools requires a laptop for research or writing”	1,2,5

<p><b>Exam Access Screening</b></p> <ul style="list-style-type: none"> <li>Better identification of PP learners with identified learning barrier leading to exam access arrangements supporting their achievement and attainment</li> </ul>	<p>NA</p>	<p>KS4 – 1,2,7</p>
<p><b>Pastoral, Welfare &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>Funding utilised to support pupil’s pastoral, wellbeing &amp; mental health through staffing and in-house school counsellor</li> <li>Counselling staff part funded</li> </ul>	<p><b>PHE &amp; DFE (2021) Promoting children and young people’s mental health and wellbeing – a whole school or college approach</b></p>	<p>All</p>
<p><b>Careers Advice &amp; guidance, NEET Intervention</b></p> <ul style="list-style-type: none"> <li>High quality careers education for all</li> <li>Personalised careers action plans for targeted PP learners</li> <li>Interventions for at risk NEET pupils</li> </ul>	<p><b>DFE (2021) Careers advice, guidance and access for education and training providers</b></p>	<p>All</p>
<p><b>Breakfast Club</b></p> <ul style="list-style-type: none"> <li>Students are provided with a free breakfast</li> <li>Provision is made through the schools’ Food technology department and external partnerships</li> </ul>	<p><b>IFS (2016) Breakfast clubs work their magic in disadvantaged English schools</b> <i>“Improved behaviour, attendance &amp; concentration”</i></p>	<p>All</p>
<p><b>School Time enrichment</b></p> <ul style="list-style-type: none"> <li>50% subsidy for peripatetic lessons for PP learners (10-15 students)</li> <li>Trip, visit and club funding to support attendance of all disadvantaged learners (@70 students)</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b></p>	<p>1,5</p>

<p><b>Brilliant Club – Scholars Programme</b></p> <ul style="list-style-type: none"> <li>• Year 10 Students</li> <li>• 2 rounds of 12 students</li> <li>• Running in autumn and spring term</li> <li>• Aim to raise aspirations and showcase the opportunity of university study</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b>  <b>DFE (2021) Careers guidance and access for education and training providers</b></p>	<p>1,2,5,7</p>
<p><b>Attendance Package</b></p> <ul style="list-style-type: none"> <li>• Attendance officer training</li> <li>• Lone worker training</li> <li>• PR to community regarding attendance</li> <li>• Mental health support for attendance issues</li> <li>• WAS /EWO costs for PA and low attendance</li> <li>• Community support and transport</li> </ul>	<p><b>DFE (2015) Supporting the attainment of disadvantaged pupils</b>  <i>“Clear identification of small students to prevent pupils being lost”</i></p>	<p>All</p>
<p><b>Activities week programme</b></p> <ul style="list-style-type: none"> <li>• In school and external programme of activities for week</li> <li>• Funding of materials and equipment for in school activities</li> <li>• Subsidy for external activities for PP students @20% of total cost or 100% if below £25.</li> <li>• Equipment and materials for in school activities</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b></p>	<p>1,5</p>
<p><b>Extra Curricular Funding</b></p> <ul style="list-style-type: none"> <li>• After school clubs equipment and materials</li> <li>• Funding for extended day programme</li> <li>• Support with transport costs home for PP students attending after school activities</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b></p>	<p>1,5</p>

<p><b>Non Swimmers Programme</b></p> <ul style="list-style-type: none"> <li>Focus on Year 7 and year 8 non swimmers to get them to the point of 25 metres for life skills and water safety</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b></p>	<p>1,5</p>
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**Total budgeted cost: £224,145**

## 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 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
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<p><b>Curriculum 2021</b></p> <ul style="list-style-type: none"> <li>New curriculum delivery based on gaps</li> <li>Regular data monitoring &amp; intervention</li> <li>Books and outcomes show no difference in the work</li> </ul> <p><b>CPD - Routines for Learning</b></p> <ul style="list-style-type: none"> <li>Embedding effective classroom routines that are consistent across all classrooms</li> <li>Strategies that deescalate, enhance classroom relationships</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Attendance officer (proportion)</li> <li>Assistant headteacher (proportion)</li> <li>Inclusion manager (proportion)</li> </ul>	<p>Curriculum 2021 review and assessed during Ofsted inspection July 22. Report found that the curriculum was robust and held high expectations for all students and that students were challenged to reach highest grades possible.</p> <p>Seven book looks during the year showed no difference in the work of students who are PP and NPP and in 40% of the cases the PP books were of a better standard with higher productivity than those of NPP students.</p> <p>Summary counts <sup>ⓘ</sup></p> <p>Headline engagement and learning figures during the selected time range</p> <table border="1"> <thead> <tr> <th></th> <th>Obs. fed back / not fed back</th> <th>Steps achieved / not achieved</th> <th>Drop-ins received / sent</th> <th>SLT Drop-ins received</th> <th>Drop-ins suggestions / completed</th> <th>Shoutouts / flags</th> </tr> </thead> <tbody> <tr> <td>• The Queen Elizabeth Academy</td> <td>86 / 14</td> <td>43 / 19</td> <td>447 / 447</td> <td>169</td> <td>56 / 7</td> <td>275 / 0</td> </tr> </tbody> </table> <p>5 training days with the major focus being on routines and engaged learning and positive learning environments with the focus on progress over time. Introduction of the line ups and morning meetings as a core principle to the school and setting up the day with a 50% reduction in corridor behaviours as a result.</p> <p>Second Attendance officer was appointed for September 2023 with focus on the family engagement work. Attendance has moved to within 1.4% of national and PA has fallen from 39% to 34% and 2% less than national average.</p>		Obs. fed back / not fed back	Steps achieved / not achieved	Drop-ins received / sent	SLT Drop-ins received	Drop-ins suggestions / completed	Shoutouts / flags	• The Queen Elizabeth Academy	86 / 14	43 / 19	447 / 447	169	56 / 7	275 / 0	<p>£7870</p> <p>£4238</p> <p>£1850</p> <p>£52000</p>
	Obs. fed back / not fed back	Steps achieved / not achieved	Drop-ins received / sent	SLT Drop-ins received	Drop-ins suggestions / completed	Shoutouts / flags										
• The Queen Elizabeth Academy	86 / 14	43 / 19	447 / 447	169	56 / 7	275 / 0										
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Guided reading in lessons</li> <li>Tutor time reading</li> </ul>	<table border="1"> <tr> <td>PP</td> <td></td> </tr> <tr> <td>63</td> <td>PP</td> </tr> <tr> <td>34</td> <td>NPP</td> </tr> <tr> <td>65% Total made expected progress or above</td> <td></td> </tr> <tr> <td>72% of PP made expected progress or above</td> <td></td> </tr> </table>	PP		63	PP	34	NPP	65% Total made expected progress or above		72% of PP made expected progress or above		<p>£8000</p>				
PP																
63	PP															
34	NPP															
65% Total made expected progress or above																
72% of PP made expected progress or above																

<ul style="list-style-type: none"> <li>Promoting reading for all</li> <li>Embed reading in the curriculum</li> </ul> <p><b>Clear Identification of Pupils</b></p> <ul style="list-style-type: none"> <li>Consistent class charts</li> <li>seating plans and use of pupil passports</li> </ul>	<p>Classcharts allows easy communication between school and home 92% of our parents are signed up and use it as the main form of communication.</p> <p>Bromcom package and training for all staff for more comprehensive student data and tracking.</p>	Not funded through PP monies
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend						
<p><b>DI School Led Tutoring</b> PP/Recovery Premium</p> <ul style="list-style-type: none"> <li>English</li> <li>Maths</li> </ul>	<p>Two groups in year 7 Delivered twice a week by subject specialists alongside their curriculum lessons</p> <p>Maths yr 7 - 27 people 78% success rate on course to complete the course 76% performing above average in termly tests 2 lessons a week delivered by subject specialists</p> <p>English 28 students in total 89% successful</p>	£4750						
<p><b>School Led Tutoring</b></p> <ul style="list-style-type: none"> <li>50% tutoring grant &amp; 50% PP/Recovery Premium</li> <li>Existing staff contracted for @ £24 per hour Weekend/Holiday/Evening intervention classes</li> <li>Additional curriculum or intervention</li> </ul>	<p>October, February and Easter interventions for year 11 and weekly intervention sessions for students in year 10 and 11 prior to Mock and final GCSE exams. After school interventions ran all year from September to May 4 nights a week for all subjects on a rota</p> <table> <tr> <td>Total timesheet claims</td> <td>73</td> </tr> <tr> <td>Total staff claimed</td> <td>29</td> </tr> <tr> <td>Total hours</td> <td>510.42</td> </tr> </table> <p>External tuition was provided for summer term 2 to 8 students who are absent from school for various reasons using My Tutor programme 50% fully engaged with the programme, 1 student is no longer on roll at TQEA.</p>	Total timesheet claims	73	Total staff claimed	29	Total hours	510.42	£11259.45
Total timesheet claims	73							
Total staff claimed	29							
Total hours	510.42							
		£7128						

- Accelerated Reader**
- Accelerated Reader for year 7/8 pupils
  - Support for those reading below ages
    - Reading in/out of English lessons with regular assessment/monitoring from lead

**Counselling Support**

- In house school counsellor providing 1:1 support for students

**Maths – Sparks Programme**

- Online learning platform for low stakes knowledge recall and skill development

**Bedrock – English programme**

- Online learning platform for low stakes knowledge recall and skill development

25 sets of whole class texts purchased for tutor time reading sessions to support oracy and language skills of students. In tutor time buddy reading system for 35 year 7 and 25 year 8 students supported by year 10 reading buddies. In terms of Buddy Reading, the figures are as follows:

Year 7: 36 students of which 13 were PP (36%)  
 Year 8: 20 students of which 5 were PP (25%)  
 Year 9: 19 students of which 8 were PP (42%)

MH Support 22-23	Referrals	Students Seen/Seeing 22-23	NFA after Intervention	Waiting List	
	93	63	13	17	
No Referrals per Year Group	Y7	Y8	Y9	Y10	Y11
	17	17	21	23	15

% Completed: All Time			% Completed: On Time		
	PP	NPP		PP	NPP
Y10	33	42	Y10	24	23
Y9	28	43	Y9	16	30
Y8	55	74	Y8	33	63
Y7	60	74	Y7	51	66
Mean	44	58.25	Mean	31	45.5

Total XP			%: XP Boost		
	PP	NPP		PP	NPP
Y10	7439	9909	Y10	1	1
Y9	7259	10298	Y9	0	1
Y8	11344	15122	Y8	2	5
Y7	13790	14705	Y7	10	11
Mean	9958	12508.5	Mean	3.25	4.5

**Year 7:**

Pupil premium	Pre test score	Post test score	Improvement
no	68	77	13%
yes	63	76	21%

Pupil premium	Pre test score	Post test score	Improvement
no	70	80	14%
yes	65	76	17%

**Year 8:**

£11000

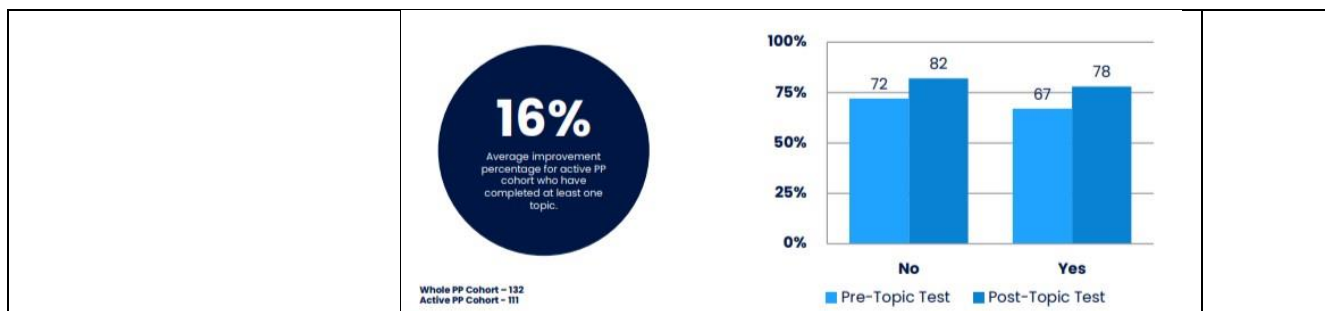
£26000

£4500

£3150

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

Activity	Impact of this approach	Actual Spend
<p><b>Learning Resources &amp; Material Barriers</b></p> <ul style="list-style-type: none"> <li>Year 7 New Starter equipment Y7 - @150</li> <li>In year learning equipment and resources such as maths sets/calculators, food ingredients, art/textile folders etc.</li> <li>Revision guides &amp; packs created for pupils 9- 11</li> <li>Bus passes</li> <li>Uniform, shoes &amp; PE kits &gt;100</li> </ul>	<p>This was key to removing barriers of learning and levelling learning opportunities to enable progress. From feedback with curriculum leaders this was extended to also include provision of scientific calculators and other extrinsic equipment prior to exams.</p> <p>Revision guides for all subjects for year 11 and year 10 and for core from year 9.</p> <p>Bus passes and transport post intervention sessions provided for 34 students out of catchment area over the year.</p> <p>238 students provided with one or more items of uniform to support attendance at school.</p>	£ 3768.57
<p><b>Access to Quality IT at Home</b></p> <ul style="list-style-type: none"> <li>&gt;70 brand new laptops purchased as a up to 5-year long term loan</li> <li>Rolling program of identification &amp; loan at present until need is met</li> </ul>	<p>15 Laptops loaned out to students and maintained via school technical support manager.</p>	£3750.98
<p><b>Exam Access Screening</b></p> <ul style="list-style-type: none"> <li>Better identification of PP learners with identified learning barrier leading to exam access arrangements supporting their achievement and attainment</li> </ul>	<p>Support for 128 students from year 7 and screening of 22 PP students for access arrangements in year 10 and 11. Out of 49 students with access arrangements 21 are PP. additional 27 year 9's and 10s to be tested.</p>	£4000
<p><b>Pastoral, Welfare &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>Funding utilised to support pupil's pastoral, wellbeing &amp;</li> </ul>	<p>Full time in house counsellor appointed for 25 hours a week with 50% PP student focus and current contact with 56 PP students on a weekly basis for 6 week rotation on more cases.</p> <p>Staff members act as 'go to' support persons for 38 high profile and high risk students within the main school body</p>	£3745

mental health through staffing  
and in house school counsellor

- Heads of Year, Inclusion &

<p>Counselling staff funded through the grant</p> <p><b>Careers Advice &amp; guidance, NEET Intervention</b></p> <ul style="list-style-type: none"> <li>• High quality careers education for all</li> <li>• Personalised careers action plans for targeted PP learners</li> <li>• Interventions for at risk NEET pupils</li> </ul>	<p>and an additional 24 SEND PP students have allocated key workers.</p> <p>Launch your career used with year 8 and 10 to support careers programme and alongside personalised careers and next steps from careers lead. This included support with finding and applying for courses, transportation to open events and support post exams and results. School NEET figure for the year is 1 student due to external family factors.</p>	<p>£5795</p>
	<p>Number of careers events- 27</p> <p>Approx number of students accessing Careers this year- All student will have accessed at least one event.</p> <p>59 Students have attended 1 or more bespoke workshops in their area of interest.</p>	
<p><b>Breakfast Club</b></p> <ul style="list-style-type: none"> <li>• Students are provided with a free breakfast</li> <li>• Provision is made through the schools' Food technology department and external Partnerships</li> </ul>	<p>Breakfast club is open to all students every day of the school year. Averages 70 – 80 students a day with 65% being PP students. This has been increased to include break time provision in addition.</p> <p>Some of the core products supplied by government backed 'school breakfast programme'</p>	<p>£6819</p>
<p><b>Extra Curricula Funding</b></p> <ul style="list-style-type: none"> <li>• 50% subsidy for peripatetic lessons for PP learners (10-15 students)</li> <li>• Trip, visit and club funding to support attendance of all disadvantaged learners (@50 students)</li> </ul>	<p>18 students or 40% of total students who have peripatetic music lessons are PP and receive PP funding support for their lessons.</p> <p>65 students were part funded for visits across 4 year groups including 5 day trips and 2 residential visits last year. 2 of these were part of the GCSE course and compulsory. 24 students had an experience which involved them leaving the local area for the first time in their life.</p>	<p>£9329</p>
<p><b>Brilliant Club – Scholars Programme</b></p> <ul style="list-style-type: none"> <li>• Year 10 Students</li> <li>• 2 rounds of 12 students</li> </ul> <p>Running in autumn and spring term</p>	<p>100% of students passed the Brilliant club with an average score of 72%. Top grade was 84%. Survey from students stated that 70% of students were more likely to aim for and apply for university study up from 30% before the project.</p>	<p>£2500</p>
<p><b>Behaviour management training</b></p> <ul style="list-style-type: none"> <li>• Whole school approach of line ups</li> <li>• ATT framework for warm – strict</li> </ul>	<p>Full staff training on warm strict classroom, behaviour outside of classrooms</p> <p>In corridor behaviour improved by 50%</p> <p>Inclusion room numbers have fallen and the pastoral work on owning behaviour and altering mindsets</p>	<p>£5100</p>

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<b>Attendance Package</b> <ul style="list-style-type: none"> <li>Attendance officer training</li> <li>Lone worker training</li> <li>PR to community regarding attendance</li> <li>Mental health support for attendance issues</li> <li>WAS /EWO costs for PA and low %</li> <li>Community support and transport</li> </ul>	Attendance officer training on Bromcom and new government framework for September 2023 Lone worker training for 2 members of staff completed.  WAS officer working in school 1 day per week with current case load of 23 PA students.  Community coffee mornings and community support events once per term in Spring and Summer term. To be increased to once a half term from Autumn 2 in 23/24.	£450  £200 x 2 = £400  £9500  £1800
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**Total Spend: £198,703.00**

### Externally provided programmes

Programme	Provider
Scholars Programme	The Brilliant Club
National Tutoring Programme	My Tutor
Bedrock English	Bedrock Learning
Sparks	Sparks Maths

### Service pupil premium funding (NA)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA