

Activity in this academic year (2023-24)

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A DP Co-ordinator is retained to champion and oversee activities and interventions used to support disadvantaged pupil progress, e.g. Girls Networking and Brilliant Club programmes.</p>	<p>Single point of expertise/contact for staff provides clarity and consistency regarding progress, care and interventions.</p> <p>New opportunities are researched and facilitated for the benefit of our disadvantaged students.</p>	<p>1 - 5</p>
<p>SEN staffing/capacity increased to support alternative provision, ELSA and neuro-developmental (ND) pathways work</p>	<p>Better self-regulation and learning behaviours/academic progress</p>	<p>1, 3</p>
<p>Routine and ongoing staff training (externally and internally provided) to support 'quality first teaching and support' to include:</p> <ul style="list-style-type: none"> ● SEN: 'Ordinarily Available Provision' ● Feedback systems ● Metacognitive approaches ● RRS ('ready, respectful, safe' relational approaches) ● Mastery learning 	<p>EEF identifies feedback and metacognitive approaches as 'high impact/low cost interventions'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1, 3</p>

Subject specific support staff (HLTA/LSA) recruited/retained to support Maths and English teams/groups/individuals	Positive improvement/individual results reflect the previous impact of this work https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3
--	---	------

5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 1:1/small group tuition, teaching assistant interventions both have positive impact (+4) at relatively low cost	
Dedicated (Deputy Headteacher) leadership time to set and drive strategic aims/priorities	Broad collective impact whilst driving forwards CPD, interventions, extra-curricular activity. Clear expectations and management/accountability of staff shown to have positive impact.	1-5
Employ/deploy/retain an expert literacy coordinator to develop literacy/reading/oracy skills for all DP students	The reach of the literacy coordinator impacts on all staff through staff developments and initiatives. Resources are created and shared with staff for daily usage to support this low cost/high impact strategy area. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (reading comprehension strategies, oral language interventions) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Procure (proportional %) online support resources such as: GCSE Pod, SPARX Maths, language hubs, Accelerated/Star Reader	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions This style of accessible online resource provides a platform for independent learning and 'deliberate practise'	1, 3

Modified school day to support and extension in tutor time and at the end of the day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,3, 4
--	---	--------

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

6

DP students receive targeted small group intervention and support (Maths and English) based on clearly identified needs/diagnosis (includes funding of NTP tutors)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF identify this as a 'high impact' intervention in the PP 'toolkit'	1, 3
Targeted DP students receive 1:1 academic mentoring via external providers including: the 'Brilliant Club' and EBP Mentoring programmes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Feedback from these programmes is highly positive with almost all students reporting improvements in attitudes to school and self (PASS survey data). Progress data from 2022-23 also supports this approach.	1, 3
DP Students in year 11 receive study/revision support/training from experts such that they are 'exam ready'	PASS data, student voice has been positive in previous years https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 3
Year 11 students receive targeted intervention during off-site booster classes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3

Peer Tutoring - training for 'peer leaders/mentors' e.g. 'reading ambassadors'	High impact area at relatively low cost when well managed/deployed https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 3
DP students have access, if required, to the most appropriate curriculum (including alternative provisions) e.g. vocational P/T college courses and small group functional Maths/English	Student/parent voice feedback Very low previous NEET rates for our school (2022-23 impact)	1, 2, 3, 4
Digital/independent learning supported e.g. provision of laptops and online learning platforms (e.g. Academy 21, GCSE Pod, SPARX Maths)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 3
Students are provided with practical resources to support/facilitate learning e.g. laptops/revision cards/guides, subject specific resources (e.g. Art/Photography)	Previous years evidence shows us that if we remove the 'barrier' of equipment then we can start lessons positively and build skills and confidence	1, 3

7

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DP students are encouraged and supported (financially if required) to participate in a wide range of extra-curricular events/trips/activities (e.g. funded weekly sailing sessions)	Improved wellbeing and 'attitudes to self and school' (PASS Data) Progress in academic subjects (where trips/events support the curriculum e.g. Geography)	2-5

All DP students are offered breakfast each day before normal school hours (with staff support)	Lower repeated poor behaviour for students who are better self-regulated Breakfast club can have a positive impact on rates of attendance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2-5
DP students receive SEMH/behaviour support as required using internal/external providers. This includes targeted support (e.g. Pastoral Manager interventions, ELSA, MABS, MHST)	Greater engagement coupled with previous reduction in incidences of poor behaviour and rates of suspension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4, 5
Targeted students receive support to build aspiration and gain a greater understanding of the real world of work e.g. 'Girls Network'/EBP work experience, Brilliant Club	EBP/GN feedback shows improvements in attitudes to self and school plus aspirations for the future https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3, 4, 5
Recruitment of a dedicated Attendance Intervention Manager	individual student and family interventions are starting to have a positive impact on school attendance	
Attendance improvement is facilitated for all DP students to reduce the rate of persistent absence including the use of new rewards and Classcharts systems	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2

Increase opportunity for parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Well engaged parents can have a significant impact on student attendance and progress	
--	--	--

Year 6-7 transition 'Summer School'	<p>This opportunity develops confidence and skills for DP students which are invaluable as they embark on their secondary school careers.</p> <p>Parent and student feedback is highly positive for this extra curricular activity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	All
Recruitment of a Careers advisor	Improved/eliminated DP NEET students. Improved and targeted CEIAG for all DP students leads to greater aspiration and clarity of goals.	All
NEET (Not in education, employment or training) intervention work supported for DP students as required	All students involved in this programme avoid being NEET (destinations data)	All
Contingency for acute issues as and when they arise	Experience tells us that we may need to be 'light-footed' and fund, if necessary, additional new and/or unforeseen interventions	All

Total budgeted cost: £ 260,000