

Pupil premium strategy statement – Marshalls Park Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 1192 |
| Proportion (%) of pupil premium eligible pupils | 27.25% |
| Academic year/years that our current pupil premium strategy plan covers | 1 year. We are currently taking an in-depth look at our PP strategy with a view to moving to a 3-year plan for 23-26 |
| Date this statement was published | Dec 2022 |
| Date on which it will be reviewed | Sept 2023 |
| Statement authorised by | Neil Frost |
| Pupil Premium Lead | Tiffany Bowles |
| Governor / Trustee lead | Hayley McClenaghan |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £ 299,806 |
| Recovery premium funding allocation this academic year | £81,972 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | Pupil Premium: £0 Recovery: £15,000 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £396,778 |

Part A: Pupil premium strategy plan

Statement of intent

At Marshalls Park Academy we hold a strong belief that every child deserves access to an excellent education. Our Key Objectives are simple:

A – ACHIEVEMENT

To create an ethos of achievement for all of our disadvantaged students

B – BEHAVIOUR

To enhance positive behaviour for learning, attendance and punctuality

C- CREATE

To create positive learning opportunities and life opportunities for our disadvantaged students

D – DIMINISH

To diminish the difference in attainment and progress between our PP and non PP students

E – ENRICH

To provide enrichment and equal educational experiences for all of our disadvantaged students, ensuring that the PP funding makes a significant impact on their education and lives.

It is our intention that every student, no matter their background, deserves to be presented with opportunities that allow them to fulfil their potential when they leave our school. Our Pupil Premium strategy is built around this ethos, and we are passionate about closing the Disadvantaged Gap to ensure that our students from vulnerable families can achieve just as much as their peers. We have high expectations and ambitious aspirations to ensure that our disadvantaged students achieve a positive P8 score, and that our gap does not exceed -0.2. We aim to achieve this by placing excellent teaching and learning at the forefront of our strategy, ensuring that every student has access to high-quality teaching. In addition to this we are working with high quality academic partners, such as The Brilliant Club and My Tutor, to ensure that our students have high academic aspirations for themselves.

To secure academic success for our students we are committing a significant amount of our spending to the academic tutoring of our KS4 cohort through the National Tutoring Programme. We are also providing every student with a set of revision guides for every subject to ensure that every child has access to exam materials. One of the challenges our young people face is the lack of an appropriate environment in which to study. To combat this, we have created a staffed 'Night Club' revision space where students can attend and revise in an environment conducive to studying, where they can access food and drink.

It is our belief that the role of schools goes beyond GCSE results and academic success; development of the whole child is key to our Pupil Premium Strategy. Improving cultural capital and fostering the SEMH of our most vulnerable students is one of our key objectives. This is demonstrated in the wider strategies that we employ that tackle a whole host of issues from building confidence and self-awareness, to developing teambuilding through the use of external providers such as Yes Futures. We cannot avoid the fact that the landscape and role of educational settings has changed since the Covid 19 Pandemic. It is vital, now more than ever, that we provide emotional support to our young people which is why one of the key aims of our PPG strategy is to ensure that our most vulnerable students have access to a range of support, from our in-house Learning Mentors, to an external counsellor.

Our local context is that of a proud working-class community. Therefore, a pivotal aspect of our Pupil Premium strategy is to develop the cultural capital of our students. It is our aim to enable pupils from the most disadvantaged background to have access to opportunities outside of school. Evidence of this can be seen in our long-standing commitment to the residential trip to Trewern, as well as committing funding for disadvantaged students to take part in the Duke of Edinburgh Awards. Locally, 6.6% of adults have an education equivalent to 2+ A Levels, and 5.3% equivalent to degree-level. This statistic drives us to raise the educational aspirations of our young people. Evidence of this is available in our successful partnership with the Brilliant Club's *Scholar Programme*. It is our belief that by allowing our highest achieving students to experience the opportunities presented by a university education, they will aspire to work harder to achieve this goal.

In keeping with our ethos of developing the whole-child, another key aspect of our strategy is to identify our highly vulnerable students to ensure that they are being offered the correct support. Through the use of Deputy Year Leaders, who are key in working with our PP students, through to regular monitoring of attendance via our Attendance Officer we can ensure that we are meeting the needs of each student as an individual.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Closing the Disadvantaged Gap in our external examination results</p> <p>Our P8 gap for Summer 2022 for PP students was -0.41, and we are currently predicting that our gap for 2023 will be -0.98. This forecasting based on internal PPE examinations highlight the urgent need for intervention with our year 11 students.</p> <p>For our current year 10 cohort the estimated P8 gap for PP students is looking more positive with a gap of -0.38.</p> |
| 2 | <p>Recovering from the long-lasting SMEH impact of the COVID-19 Pandemic</p> <p>Long-lasting impacts from COVID19 can be seen across a range of categories, from the number of students accessing pastoral support, the number of serious safeguarding concerns logged by staff and the disadvantage gap widening in our results.</p> |
| 3 | <p>Impact of the cost of living</p> <p>The number of families requesting support from the school for trips and uniform has noticeably increased. Alongside this, request for basic and specialist equipment has also increased.</p> |
| 4 | <p>Attendance</p> <p>Attendance data from 2021-22 indicates that attendance for our PP students has risen from 88% to 86.87% which shows an improvement. However, there is a gap between PP and Non-PP of 6%, which demonstrates more intervention is needed to address this gap.</p> |
| 5 | <p>Literacy</p> <p>Large portion of PP students come in with a reading age lower than that of their chronological age.</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 |
|---|---|
| Close the disadvantage gap to < -0.3 | <ul style="list-style-type: none"> • We have ambitious aims to ensure that we exceed 20% strong EBacc pass and a 50% standard EBacc pass • Students to attend regular revision sessions • Ensuring targeted student have access to external tuition, such as Impress the Examiner where we aim to have 100% attendance from PP students who are involved on the course • Revision guides provided for all students • Breakfast provided for every student before examinations • Night Club attended by PP students for 50% of sessions • Rewards for students who demonstrate ambition and drive to reach their target grades. |
| Improving literacy outcomes | <ul style="list-style-type: none"> • SLT reading groups well attended with 80% turn-out. • Breakfast provided for students who attend • Reward trips for students in SLT reading groups • Increased reading age for those students attending groups • Identified students having regular 1-1 sessions with English tutor • Improved literacy scores across KS3 |
| Support provided for students struggling with SEMH concerns | <ul style="list-style-type: none"> • External programmes help to raise the confidence and resilience of our young people • Access to Learning mentors provided for students needing support • Pastoral support provided by Deputy Year Leaders |
| Attendance | <ul style="list-style-type: none"> • Reduced gap in attendance between PP and Non-PP students • Improved punctuality of PP students |
| Negating the long-lasting impacts of COVID-19 | <ul style="list-style-type: none"> • Increased uptake of breakfast offer through the National Breakfast Programme with at least 30 students attending regularly |

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| | <ul style="list-style-type: none"> • Increased number of disadvantaged students attending educational trips • Uniform and equipment barriers removed |
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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: £ 139,549

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>A contribution to the teaching budget to allow for smaller targeted intervention groups and a development of the literacy skills needed to tackle a rigorous Ebacc curriculum and provide CPD for high-quality teaching.</p> <p>2 extra teaching sets added to (year 8 Y5/X5) in languages, 1 extra set in 9 (y5) in English, science, maths,</p> | <p>The average impact for reducing class size is around 2 months additional progress over the course of an academic year and can have an impact of +2 months on learning.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 1 2 5 |

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|---|---|-----------|
| humanities, MFL and computer science. The average KS4 option subject class size is 24. | | |
| Contribution to allow PP Lead extra release time on top of substantive TLR non-contact allocation to direct the strategic overview of PPG spend and PP strategy. 8 hours of leadership and management allocated to timetable. | School leaders must continually monitor the progress of the Pupil Premium strategy, adapting their approach when and where appropriate. As new initiatives are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully. Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net) | 1 2 3 4 5 |
| Contribution to the provision of teaching assistants for PP students across all key stages. | The average impact of the deployment of TA's is on average an additional 2-4 months progress. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 1 5 |
| PIXL partnership of over 1500 schools working together to achieve the highest outcomes for students. | PIXL has 3 aims: Improving life chances and outcomes for young people. Influencing school leadership regionally and nationally. Helping school leaders be the agents of change for the betterment of students. Which it achieves through a number of ways including networking opportunities, sharing best-practice, an assessment consultant and CPD opportunities for a vast range of subjects, including Ebacc subjects. https://www.pixl.org.uk/membership | 1 |
| Focused, targeted support | Effective pastoral care can improve students' attendance and retention rates, foster an orderly atmosphere | 1 2 4 |

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| <p>systems for PP students through 6 DYs. Providing support interventions for PP students. Includes extra release time for DYs to complete interventions</p> | <p>in which all students can access opportunities, and enhance their academic achievements, promote tolerance, especially in students and teachers with due regard for protected characteristics</p> <p>Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners BERA</p> | |
| <p>Use of external examiners to ensure accuracy of marking and feedback. Mock serviced provided by exam boards to give students a realistic expectations of exam series.</p> | <p>Mocks Service enables students to gain real-life experience of the examination process, by helping to draw out the areas where they require additional support, before sitting their high-stake exams.</p> <p>Mocks Service Pearson qualifications</p> <p>Testing has been shown to enhance retention of learned information beyond simple studying, a phenomena known as test-enhanced learning</p> <p>The benefits of testing for learning on later performance SpringerLink</p> | <p>1</p> |

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

Budgeted cost: £ 134,925

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted English intervention and small group sessions across KS3 and 4 and a maths specialist to offer expert advice and mentoring of year 11 students to ensure readiness for maths GCSE.</p> <p>Approx. 20 students selected and reviewed each term to work with 1-1 tutor dependant on needs</p> | <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1 5 |
| <p>Contribution of £10,000 to the salary of the SENDCO to provide additional time for literacy support to year 7.</p> | <p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p> | 1 2 4 5 |
| <p>After school club for students to complete revision in a productive work environment and snacks provided.</p> | <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> | 1 |

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| | Mentoring EEF (educationendowmentfoundation.org.uk) | |
| <p>A contribution of £30,000 to the cost of continuing the successful National Tutoring Programme for the years 2022-23</p> | <p>Evidence shows small group tuition is an extremely effective intervention in a student's learning, with private tuition having the ability to boost progress by three to five months. However, research from the Sutton Trust shows that only 18% of pupils from the least affluent families have been able to access tuition, compared to 43% of pupils from the most affluent families</p> <p>How the National Tutoring Programme can help students - The Education Hub (blog.gov.uk)</p> | 1 2 5 |
| <p>Revision materials provided for every KS4 student, and an environment for students to work in</p> | <p>Revision guides facilitate metacognitive comprehension and critical thinking skills. Teacher who use revision guides are positioning their students to become metacognitively involved in meaningful revision.</p> <p>Study Guides: Teacher Tips: A Review of Literature with Practical Implications (gvsu.edu)</p> | 1 2 |

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

Budgeted cost: £ 121,532

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| A contribution towards salary costs of the dedicated team of support staff supporting the school with behaviours and/or SEMH issues of students | <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 2 4 |
| Contributions towards educational trips, revision guides and general equipment to improve cultural capital and aspirations of PP students | <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> | 1 2 3 |
| Motivational trip for PP students. Aimed to raise aspiration, motivation and raising levels of achievement | <p>The study, conducted by education think-tank LKMco, revealed that only one in five of secondary and primary pupils go on residential trips each year – and that youngsters in disadvantaged areas have the fewest opportunities to take part. This is partly due to cost and partly because they are more likely to live in areas where fewer residential trips are available.</p> <p>Disadvantaged children are missing out on residential trips (sec-ed.co.uk)</p> | 2 4 |
| Contribution toward salary of counsellor who helps students with SEMH needs. Counsellor attends school 1 day each | <p>School based counselling is one of the most prevalent forms of psychological therapy for children and young people. Recent data from a nationally representative survey of teachers suggest that 62% of schools offer</p> | 2 |

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|--|---|-----|
| <p>week and meets with students with SEMH needs, a large percentage of which are disadvantaged students.</p> | <p>counselling services to their pupils (70% of secondary schools and 52% of primary schools). Previous estimates of provision suggest that availability of school based counselling services is increasing over time.</p> <p>Advice template (publishing.service.gov.uk)</p> | |
| <p>Contribution to the salary of an attendance administrator, dedicated to identifying, supporting and improving punctuality and attendance across the school</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> | 4 |
| <p>The Brilliant Club: To provide high attaining PP students with the opportunity to experience the culture of higher education to raise aspirations. At least 6 out of 12 students selected are from disadvantaged backgrounds</p> | <p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 2 |
| <p>Rising Futures: this programme supports students to achieve success in the classroom by improving their self-awareness, confidence, resilience, and communication skills. At least 9 out of a cohort of 18 will be comprised of students in receipt of PPG.</p> | <p>By boosting self awareness, confidence, resilience and communication skills students are able to be successful both in and outside the classroom and feel prepared for their future.</p> <p>Rising Futures (yesfutures.org)</p> | 2 4 |
| <p>A contribution to subsidise the DofE award for our PP students. Funding goes towards fees for the programme and purchasing equipment</p> | <p>Participation in the Duke of Edinburgh award gives students the opportunity to help others and engage with volunteering, make a difference to their community, develop their self-esteem, improve sport/physical activity, improve their self-</p> | 2 3 |

| | | |
|---|---|-----------|
| necessary for excursions | belief and try activities they have never access before. Impact of the DofE - The Duke of Edinburgh's Award | |
| Breakfast provided for every student before GCSE examinations | It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. National school breakfast club programme - GOV.UK (www.gov.uk) | 1 3 |
| Contribution to year 6 transition to ensure students receive a high-quality induction | According to Galton (1999), almost 40 per cent of children fail to make expected progress during the year immediately following a change of schools and Department for Education (DfE) data from 2011 shows that average progress drops between key stage 2 and 3 for reading, writing and maths. Moreover, the effects of transition are amplified by risk factors such as poverty and ethnicity. Key stage 3: Year 6 to 7 transition (sec-ed.co.uk) | 3 2 |
| Payment towards extra professional support to students with SEND needs | Extra support provided for post-CLA students with additional SEND needs. | 1 |
| Motivational rewards and experiences for students who are making a continued and committed effort in to their studies | Positive reinforcement techniques, when done well and with the right balance, can be transformational for student behaviours and outcomes. Positive reinforcement techniques motivate students to do what they are capable of doing and when given frequently and consistently, they can have considerable impact. https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/ | |
| Contingency Fund | We recognise the need to set aside a small amount of funding aside to quickly respond to needs that have not yet been identified. | 1 2 3 4 5 |

Total budgeted cost: £ 396,778

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

External examinations indicate that there has been a lower than expected change in the attainment and progress of our disadvantaged students.

Having looked closely at attendance data for this cohort, we see that attendance has had a huge impact on the results. Of the 48 pupil premium students, 71% of them were PA for this year. Despite ongoing attendance support plans being put in place, this has caused a significant issue and barrier to progress of our PP students. This issue has continued to evolve and develop since the covid pandemic. The improvement of this is fundamental to improving outcomes for our PP students. Tackling this issue and placing early interventions in, will be top priority for our next academic year.

| | Cohort Size | KS2 Average | Average PTT | English P8BC | English Bucket | Maths P8BC | Maths Bucket | EBacc P8BC | EBacc Bucket | Other P8BC | Other Bucket | Attainment 8 | Progress 8 |
|--------------------|-------------|-------------|-------------|--------------|----------------|------------|--------------|------------|--------------|------------|--------------|--------------|------------|
| 2019 PP | 34 | 4.52 | -0.96 | -0.3 | 8.35 | -0.5 | 6.65 | -0.78 | 8.96 | -0.36 | 11.59 | 35.54 | -0.5 |
| 2019 Non-PP | 134 | 4.83 | -0.65 | 0.31 | 10.72 | 0.13 | 9.3 | -0.29 | 12.56 | 0.1 | 14.59 | 47.16 | 0.03 |
| 2022 PP | 34 | 101.36 | -1.1 | -0.67 | 8.35 | -0.82 | 6.94 | -0.82 | 10.5 | -0.41 | 12.45 | 38.24 | -0.65 |
| 2022 Non-PP | 143 | 105.23 | -0.98 | -0.2 | 10.56 | -0.27 | 9.54 | -0.55 | 13.45 | -0.01 | 15.51 | 49.06 | -0.24 |
| 2023 PP | 48 | 104.71 | -2.34 | -1.58 | 6.92 | -1.34 | 6.58 | -1.79 | 8.19 | -1.49 | 9.8 | 31.49 | -1.48 |
| 2023 Non-PP | 181 | 105.68 | -1.38 | -0.12 | 10.15 | -0.19 | 9.35 | -0.71 | 12.14 | -0.17 | 14.01 | 45.65 | -0.35 |

Positive outcomes:

- 83.33% of disadvantaged students filled all 8 P8 buckets with a wide curriculum coverage.
- 65% of disadvantaged students were entered for Ebacc, which is +32%, indicating our high aspirations for our students
- The English and Maths strong pass is up by +2.33%
- English and Maths standard pass has improved to 42%

KS3 data: This data is based on internal assessments and P8 measures predicted target grades if met in year 11.

| Year 7 | Attainment 8 | Progress 8 |
|--------|--------------|------------|
| PP | 49.6 | 0.93 |
| Non PP | 52.38 | 0.55 |
| Gaps | -2.78 | 0.38 |

| Year 8 | Attainment 8 | Progress 8 |
|--------|--------------|------------|
| PP | 49.02 | 1.52 |
| Non PP | 51.77 | 1.39 |
| Gaps | -2.75 | 0.13 |

| Year 9* | Attainment 8 |
|---------|--------------|
| PP | 40.23 |
| Non PP | 48.8 |
| Gaps | -8.57 |

Our internal assessments indicate that the area of greatest concern is in the Year 9 cohort for 2021-22 (current year 10). Gaps between PP and non-PP students indicate that this is an area that needs to be addressed, which will be an area of focus in our strategy.

**Year 9 P8 data has been omitted due to a lack of standardised tests during Year 6 as a result of Covid-19.*

September 2023 marks the end of our current Pupil Premium Strategy Plan (2022-2023). Below is an assessment of how successfully our intended outcomes were met.

Close the disadvantage gap to < -0.3

Our gap for the 2023 cohort is at -1.13. This indicates that there is still work to be done, but we will continue to be ambitious with reducing the gap within our next strategy statement.

Internal data suggests that earlier interventions need to be put in place for our PP cohort earlier and this is something that we will integrate in to our new 3-year strategy. Where interventions have been put in place, our internal data demonstrates that students who receive interventions are more successful than those who do not, and their final grades show that progress has been made from their year 10 Summer PPE's to their year 11 final examinations. On average students improved their grades in core subjects by +0.93 from Summer 2022 – Summer 2023. Some students improved by as many as 2.67 grades on average in their core subjects. 55% of PP students

accessed at least one intervention from PPG. 89% of those students went on to improve or maintain their grades in core subjects.

We will continue to look at what interventions we offer to students and working closely with year leaders and the Raising Standards Leader to ensure that the right students are being targeted for early intervention.

16 (33%) of our disadvantaged students in year 11 were regular attendees to the after-school club. Out of this cohort, 10 went on to improve their outcomes from their Summer 2022 PPE results. Moving forwards, *Night Club* will be improved by targeted specific disadvantaged individuals to attend the sessions to ensure there is a calm place to work at home. We will also have subject leads in attendance to offer tailored 1-1 support for individuals.

100% of disadvantaged students in KS4 were provided with a fully subsidised set of revision guides to help with their revision across all subject areas.

NTP

My Tutor was used as part of the National Tutoring Programme.

15 Students were selected to take part in the English sessions. Of these 15, all students improved upon their Summer PPE, making at least 1 grade improvement.

11 Students were selected to take part in the Maths sessions. Of these students, 10 students made or maintained progress in their final GCSEs compared to their Summer PPE.

My Tutor is a programme that we have decided to keep, however, it is evident that we need to have more of a focus on prioritising more of our disadvantaged students for these opportunities. Moving forwards, we will ensure that 100% of disadvantaged students are offered 2 or more academic targeted interventions.

Improving literacy outcomes

27 students across all year groups had regular 1-1 tutoring with an English tutor who worked with students on a range of skills, from basic English (for EAL students) to preparing students for their GCSEs.. Year 11 students who had access to this intervention improved their grades in English Language on average by 1.6 grades and on average by 2.33 grades in English Literature. This is an effective intervention, and we will continue this into next year. Due to it's success, we are now exploring the option of introducing a maths tutor and science tutor for similar 1-1 interventions with our disadvantaged students

SLT reading groups have been successful with 90% attendance giving students the opportunity to read at least 6 books across the year. This has led to conversations about books and allows targeted groups of students to engage in reading in a different way and exposing them to genres they wouldn't usually explore. Students were also taken on a trip to a local bookshop where they were able to purchase a book of their choosing and were bought breakfast in a local coffee shop as a reward for their dedication over the year. Students loved being part of this programme. Student surveys showed that 88% of students would recommend the reading group to their peers.

As a school we are in the process of changing programmes to assess reading ages, so data isn't currently available to show the impact of literacy outcomes but this will be reviewed closely next academic year.

Support provided for students struggling with SEMH concerns

Our Learning Mentor Team has had an excellent impact on students with SEMH concerns. They have worked closely with 40 of our PP students across all year groups. This has increased attendance for some of these students and provided support which allowed students who refused to sit exams to get a set of GCSEs which allowed them access to their next stage of education.

The counsellor worked closely with 18 disadvantaged students across the year helping them develop their life skills, resilience and providing a safe space to deal with various SEMH issues.

We will continue to make SEMH concerns a priority for our disadvantaged students in our next strategy statement.

Attendance

Attendance this year has dropped slightly (-2.9%), however the drop in attendance between PP and non-PP is mostly in-line (gap of 1.52%). Our attendance data suggests that there is still a gap in the attendance between PP and non-PP students (6.64%). We will continue to closely monitor the attendance of PP students and work closely with parents with the aim of increasing the attendance of PP students.

| 2022-2023 | Number | Attendance | Authorised Absences | Unauthorised Absences |
|---------------|--------|------------|---------------------|-----------------------|
| FSM | 319 | 83.88 | 7.13 | 8.99 |
| No FSM | 919 | 91.73 | 5.92 | 2.35 |
| PP | 329 | 84.88 | 7.00 | 8.12 |
| Not PP | 909 | 91.52 | 5.94 | 2.54 |

Punctuality:

Our attendance data indicates that there is still a gap in punctuality between PP and Non-PP students. There is a need to promote the importance of time keeping and organisation to some of our disadvantaged students.

| 2022-2023 | Late Before | Late After |
|---------------|-------------|------------|
| FSM | 4.46 | 0.84 |
| No FSM | 2.44 | 0.20 |
| PP | 4.55 | 0.82 |
| Not PP | 2.37 | 0.19 |

120 home visits were made this year by our Attendance Officer to help with attendance concerns. We understand the huge impact of persistent absences on the progress of all students. To tackle this, we have appointed a dedicated Raising Standards Leader and LSA support to help raise the number of home visits we make from 120 to 480.

Negating the long-lasting impacts of COVID-19

Our Breakfast Programme started off successfully at getting some students in to school on time. However, this petered out towards the end of the year. Feedback from students suggests that the offer of plain bagels isn't appealing. We will develop this programme and promote the free breakfasts with an improved offer to ensure more students are taking up the offer and having a healthy meal to start each day whilst also improving their punctuality and time keeping.

More disadvantaged students have been offered trips, both educationally and to improve cultural capital. For example, 3 PP students attended the French Markets trip, 1 student attended the Valencia Football trip, 5 students have attended the Krakow trip, 3 students attended the Drama trip, 5 students attended the geography trip. We will continue to support the cultural and educational development of our students by providing them assistance with these trips.

Every KS3 PP student was invited on a subsidised trip as part of our initiative to improve students' cultural capital. Year 7s visited Colchester Zoo, Year 8s visited the Globe Theatre, and Year 9s were invited to a residential trip to Ypres. Passports were purchased for all PP students who didn't own one to enable them to be able to attend the trip.

Year 10 and 11 were involved in academic interventions focused on improving exam technique, confidence, and resilience.

As more trips start to run after the impact of Covid-19, more opportunities will arise.

Our Duke of Edinburgh expeditions remain success and in the last year 40 disadvantaged students have taken part in the programme. The vast majority of students went on to complete with their Bronze or Silver award. This is a programme that we are passionate about keeping and will continue to promote to our disadvantaged students to allow them to improve their cultural capital.

Our residential trip to Trewern was very successful and internal surveys suggests that all 23 students found the trip rewarding. Students have reported making new friends, feeling more confident and more able to challenge themselves in their day-today life as a result of the trip. Of the 23 students that attended this trip, 17 have seen improve behaviour outcomes since their return.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|------------------------|-------------------------|
| Duke of Edinburgh | Duke of Edinburgh |
| Rising Futures | Yes Futures |
| The Scholars Programme | Brilliant Club |
| Residential Course | Trewern Activity Centre |
| My Tutor | My Tutor |

Further information (optional)

A review of PPG spending is taking place during the academic year 2022-23 to ensure we are utilising funding efficiently. A data-driven 3-year strategy will then be drawn up for the PPG spend from 2023 onwards.