

## 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	Lordswood Girls' School
Number of pupils in school	768
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	9th December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kerry Cooney, Headteacher
Pupil premium lead	Faye Stanley, Raising achievement coordinator
Governor / Trustee lead	Simon Aykroyd, Chair of Governing Body

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,440
Recovery premium funding allocation this academic year	£30,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,183
<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	£275,218

# Part A: Pupil premium strategy plan

## Statement of intent

The key objective for this year's pupil premium strategy plan is to eliminate the gap in achievement for our disadvantaged pupils compared to their non pupil premium peers across all subjects and years. We plan to do this by ensuring that all students are supported in overcoming barriers that may limit their learning and hinder their school experience. We are aware that not all pupil premium students require the same interventions and that is why the strategy encompasses a wide range of activities that will cater for the needs of all our disadvantaged pupils.

We plan to support our pupil premium students in the following ways:

- a) To improve quality first teaching and interventions- Evidence indicates that the greatest impact on the achievement of pupil premium students is to have good quality teachers who have high expectations and deliver outstanding lessons. Many of the activities listed in this strategy underpin this principle with reference to the evidence that supports the actions.
- b) Removing barriers to learning- we have identified that our most pertinent barriers to learning are lower attendance of our pupil premium students compared to our non pupil premium students and mental health and well being issues affecting learning. Many of the activities that feature in the wider strategies section address these barriers.
- c) Raising aspirations of our pupil premium students- We plan to implement activities that will ensure that our pupil premium students are able to make informed and aspirational choices about their futures with specific activities planned to make sure that all our disadvantaged students have access to the same educational and enrichment opportunities that our non pupil premium students have. These activities feature across all three activity strands and evidence will be referred to in order to justify the actions alongside in school data and teacher observations.

As a school, we are aware that the pandemic has had a significant impact on the learning and experiences of all our students but in particular, our pupil premium students. Therefore, we plan to raise the profile of the needs of our pupil premium students and ensure that all staff take responsibility for catering to the needs of all disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continually refer to this guidance when planning and implementing our activities throughout this academic year. Evidence from multiple sources of data and assessments, quality assurance reviews, conversations with students, staff and parents to identify the challenges faced by our pupil premium students. We also used the wealth of research available on the Education Endowment Foundation to justify funding activities alongside guidance from the DFE on how to implement the funding strategy <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

We have a self evaluation framework in place at the end of each term to ensure that activities are constantly evaluated to justify if funding is best being spent on the strategies outlined. We will adopt a flexible approach to the needs of our pupil premium students and will regularly assess the effectiveness of the strategy and will be open to

changing and amending activities based on robust diagnostic assessment and barriers that may become apparent during the next academic year.

## Challenges

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

Challenge number	Detail of challenge
1	There is a gap in attainment between pupil premium and non pupil premium students in Key stage 4.
2	Lack of resources leading to gaps in outcomes between pupil premium and non pupil premium students.
3	Gaps in attendance between pupil premium and non pupil premium students in all year groups.
4	Pupil premium students who are also high band have gaps in attainment in the following subjects- Science double award, biology, chemistry, physics, RE, photography, Spanish, mathematics, history, geography, English literature, English language and art.
5	Not all pupil premium students who are invited to intervention sessions attend regularly enough to make an impact on their underachievement.
6	Issues with poor mental health and well-being affect a proportion of our pupil premium students and hinder them from achieving their academic potential.
7	Not all parents of pupil premium students engage with strategies to support their daughters in their learning.
8	Poor behaviour for learning from some of our pupil premium students leading to underachievement.
9	Reading ages of our pupil premium do not increase as rapidly as our non pupil premium students.
10	Our pupil premium students do not access extracurricular opportunities as frequently as our non-pupil premium students.

## 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
To eradicate the attainment gap between pupil premium and non-pupil premium students.	By the end of our current plan in 2022, for there to be no gap between pupil premium and non pupil premium students in KS4.

	<p>To maintain our pupil premium students achieving an attainment 8 score above the national average for all students.</p> <p>To have 100% attendance and engagement of KS4 pupils required to attend intervention sessions with the raising achievement coordinator and a team of mentors. Quantitative and qualitative data produced through the use of an intervention tracker.</p> <p>To maintain no gap in attainment between pupil premium and non pupil premium in KS3.</p>
To narrow the gap in attendance for pupil premium students against their non-pupil premium peers.	<p>To reduce the attendance gap between pupil premium and non pupil premium students by 1%. Last year's gap in attendance was -2.14.</p> <p>To ensure that the overall average attendance figure for pupil premium students to be at least 95%.</p>
To improve wellbeing for all pupils, including those who are pupil premium.	<p>A significant increase in participation in enrichment activities for pupil premium students.</p> <p>A reduction in referrals to the behaviour mentor for pupil premium students compared to last year.</p> <p>To increase the percentage of parents attending parents evening for our pupil premium students.</p>
To improve the percentage of 5+ in English and maths for our disadvantaged students.	For 100% of our disadvantaged students who are targeted a 5+ in English and maths to achieve their grades.
For reading ages of our pupil premium students to increase at least the same rate of their non-pupil premium peers.	For accelerated reading results to be comparative between pupil premium and non-pupil premium students.

## 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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD with directed training tailored to supporting our pupil premium students including training on online platforms and tracking data.	<p>It is proven that when staff are given opportunities to develop strategies that build on their existing knowledge, they feel empowered and motivated to maintain these recommendations in their day to day teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,3,4,5
Employing additional staff in order to have 6 classes in Y7, Y8 and Y9 to ensure smaller class sizes - this ensures staff can better cater to the needs of the pupil premium students in these classes.	<p>Reducing class sizes can have a significantly positive impact on the quality of interactions and frequency of feedback between students and teachers.</p> <p>There is a wealth of evidence to suggest that reducing class sizes can have positive impacts on pupil outcomes, particularly those of disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	4,6,8
To provide bespoke support and training in improving feedback to improve pupil learning to departments that need assistance with	Evidence suggests that when teachers give timely, good quality and focused feedback to learners, outcomes are improved. Teachers in departments with larger gaps in attainment between pupil premium and non pupil premium students will be offered guidance on how to lay the foundations of good	1,4,5,8

<p>improving outcomes for pupil premium students.</p>	<p>quality teacher feedback. Strategies will focus on purposeful and time-efficient feedback:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchhh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchhh&amp;search_term</a></p>	
<p>To contribute to the accelerated reader programme,</p>	<p>Evidence from the EFF states that when the accelerated reader programme is implemented by schools in KS3, reading ages for all students but in particular pupil premium students increases more rapidly than in schools who do not adopt this programme:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	<p>9,</p>
<p>To provide equipment and resources to departments in which outcomes for pupil premium students have been affected.</p>	<p>Lack of the correct equipment in some subject areas can significantly impact student outcomes. Purchasing resources that can be utilised by pupil premium students ensures barriers to learning are minimised:  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchhh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchhh&amp;search_term</a></p>	<p>1,2,4,8,9</p>
<p>To provide training and release time to the staff to develop and implement metacognition and self-regulation skills for all pupils including pupil premium students.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-lear">https://educationendowmentfoundation.org.uk/education-evidence/teaching-lear</a></p>	<p>1,4,6,8,9</p>

	<a href="#">ning-toolkit/metacognition-and-self-regulation</a>	
--	--	--

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke review tutor meetings with all students benefitting pupil premium pupils. One third of costs of teacher release time to be allocated for pupil premium support.	Guidance from the EEF states that employing a range of strategies to help support students in feeling secure and happy at school leads to better academic attainment. Therefore, ensuring our pupil premium students have the opportunity to set goals with their review tutor and revisit progress on a regular basis is a key strategy the school wishes to maintain:  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>	1,3,5,6,8
To allow departments to bid for a proportion of the fund that can be used to purchase resources to support students in their subject areas.	Evidence from the EEF states that the pupil premium fund should be used for in school needs that arise during the school year as teachers diagnose needs of pupils after important data captures. Therefore, subject areas should be given the opportunity to bid for funding as needs become apparent:  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a>	1,2,4,5
Contribution to the academic mentor's salary to coordinate the pupil premium academic mentoring programme.	Research conducted by the EEF states that when mentoring is offered for at least one hour a week for a sustained period, it can have a positive impact on attainment:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,3,5,6,8

	Therefore, the academic mentor will meet with 10 pupil premium students for a period of 8 hour long sessions, once per week.	
--	--	--

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

Budgeted cost: £65,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution of costs towards utilising edulink in order to improve parental engagement.	User friendly, inclusive and clear channels of communication are the most successful ways to improve parental engagement. There is strong evidence to suggest that if parents are regularly updated about their child's school experience, they are more likely to engage in a dialogue with school and their child about the importance of education. These ideas are drawn from ideas found in this report:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	5,7,
To contribute towards the attendance officers salary to assist with attendance concerns with our pupil premium students.	DFE guidance suggests that when there is a designated person in school that coordinates attendance tracking and intervention, that attendance figures are sustained and higher than in those schools where a number of staff have a shared responsibility:  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1,3,7
To contribute towards the Place2Be programme to support students, including our pupil premium students with mental health support.	EEF evidence states that when students feel supported in their mental health and wellbeing, outcomes are improved:  <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>  A full report on the effectiveness of Place2Be in schools can be found here:	1,3,6,8



	<a href="https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/">https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/</a>	
To contribute to the student support coordinator's salary to help maintain channels of engagement with parents.	EEF research states that when there are personalised messages sent to parents and there is a direct point of contact in school (normally a non teacher is best as they are available throughout the school day) it can promote positive parental interactions:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3,5,7
To provide financial assistance to pupil premium students who need specialist equipment to attend extra curricular clubs.	The EEF have researched and concluded that enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education:  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	6,8,10
To provide financial assistance to six pupil premium students who require a bus pass to travel to school.	The DFE states that assistance with travel to school can be a simple yet effective way of supporting students whose parents cannot afford to fund travel:  <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	1,3
To subsidise 50% of the cost of peripatetic music lessons for all pupil premium students who wish to undertake them.	EEF evidence states that when students are given the opportunity to immerse themselves in music and the arts, there are a number of benefits. These benefits include more positive attitudes to learning and improved well being:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	6,8,10
To make financial contributions in order to run the forward thinking programme overseen by The University of Birmingham. This	Tracking data for attendance at events for targeted pupils.  The guidance for raising aspirations of pupils suggests that in order to make a significant impact, you have to employ help from external agencies and providers:	4,8

<p>involves a small cohort of the pupil premium students who are also high band in years 7-11.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	
<p>To contribute to costs of staff CPD on a range of safeguarding and student wellbeing issues using the online platform run by TES.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>1,3,6,8</p>
<p>Contingency funding for issues that may arise during the year.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to enable us to implement activities that have not been identified. This is supported by the DFE who suggest this is good practice:</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	

**Total budgeted cost: £275,218**

# 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.

Aim	Outcome																		
<p><b>1) To ensure pupil premium students are supported to make at least expected progress- Particularly at GCSE</b></p>	<p>A) Partially achieved in Yr11- GCSE Attainment 8 scores for our Yr11 students below:</p> <ul style="list-style-type: none"> <li>● Pupil premium: 53.45</li> <li>● Non Pupil premium: 58.55</li> </ul> <p>There is a gap of -5.1 between PP and Non PP students in our 2021 GCSE cohort. Even though there is still a gap, the gap has reduced compared to last year's cohort (-5.95 gap). This is also higher than the national average for all pupils (50.2) which is encouraging.</p> <p>As demonstrated in the table below, 84% of our pupil premium GCSE students met their expected progress. This is an improvement on the academic year 2019-20 in which 82% of our pupil premium students met their expected progress.</p> <table border="1" data-bbox="454 1164 1204 1406"> <thead> <tr> <th>PP vs Non PP</th> <th>% Year 11 met or exceeded target</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>84 (33 students)</td> </tr> <tr> <td>Non PP</td> <td>90 (98 students)</td> </tr> <tr> <td>Gap</td> <td>-6</td> </tr> </tbody> </table> <p>B) Achieved- in Yr7-9 as per the table below. We are very pleased that students in these year groups performed so well considering the disruption to their learning due to the pandemic.</p> <p>C) Not achieved in Yr10- there was a gap in attainment for our Yr10 pupil premium students despite robust planning and monitoring of student engagement during home learning. This will be a focus for next year's funding strategy.</p> <p><u>% of PP students on track to meet target Summer 2021</u></p> <table border="1" data-bbox="454 1870 1402 2058"> <thead> <tr> <th>PP vs NON PP</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>100</td> <td>80</td> <td>95</td> <td>52</td> </tr> </tbody> </table>	PP vs Non PP	% Year 11 met or exceeded target	PP	84 (33 students)	Non PP	90 (98 students)	Gap	-6	PP vs NON PP	Year 7	Year 8	Year 9	Year 10	PP	100	80	95	52
PP vs Non PP	% Year 11 met or exceeded target																		
PP	84 (33 students)																		
Non PP	90 (98 students)																		
Gap	-6																		
PP vs NON PP	Year 7	Year 8	Year 9	Year 10															
PP	100	80	95	52															

	Non-PP	100	80	93	68																							
	Gap	0	0	+2	-16																							
<b>2) To ensure that pupil premium students are supported in improving their attendance % with a particular reference to Yr9 and Yr11</b>	<p>Achieved for Yr11- The gap has reduced since the gap for this cohort last academic year of -1.77. We are really proud of the attendance of our Yr11 students despite the impact of the pandemic.</p> <p>Not achieved for Yr9 as the gap has got wider. The pandemic significantly affected attendance of all our students including our pupil premium students in Yr9. The funding strategy for 2021-22 will be constructed to focus on attendance of all pupil premium students.</p>																											
	<table border="1"> <thead> <tr> <th>Year group</th> <th>Av % PP attendance</th> <th>Av % Non PP attendance</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Yr7</td> <td>93.3</td> <td>96.2</td> <td>-2.9</td> </tr> <tr> <td>Yr8</td> <td>92.15</td> <td>95.5</td> <td>-3.35</td> </tr> <tr> <td>Yr9</td> <td>93.26</td> <td>95.12</td> <td>-1.86</td> </tr> <tr> <td>Yr10</td> <td>93.2</td> <td>94.74</td> <td>-1.54</td> </tr> <tr> <td>Yr11</td> <td>92.44</td> <td>93.53</td> <td>-1.09</td> </tr> </tbody> </table> <p>Overall average attendance figures:  Pupil premium students: 92.87  No pupil premium students: 95.01  Overall gap in attendance: -2.14</p>					Year group	Av % PP attendance	Av % Non PP attendance	Gap	Yr7	93.3	96.2	-2.9	Yr8	92.15	95.5	-3.35	Yr9	93.26	95.12	-1.86	Yr10	93.2	94.74	-1.54	Yr11	92.44	93.53
Year group	Av % PP attendance	Av % Non PP attendance	Gap																									
Yr7	93.3	96.2	-2.9																									
Yr8	92.15	95.5	-3.35																									
Yr9	93.26	95.12	-1.86																									
Yr10	93.2	94.74	-1.54																									
Yr11	92.44	93.53	-1.09																									
<b>3) To ensure pupil premium students are able to catch up on knowledge and skills that would've been taught in face to face lessons during March-</b>	<p>Achieved- Yr7-9 as per the information provided for aim number 1.</p> <p>Partially achieved- Yr10 were supported with a robust online learning plan, catch up strategies and intervention sessions but there was still a -16% gap in attainment compared to their non pupil premium peers. This is a +10% bigger gap than the previous year but due to the disruption of the pandemic, we believe this wouldn't have been the case if the school year had not been interrupted.</p> <p>Partially achieved- The Yr11 gap has reduced from the previous academic year but the school will aim to reduce the gap further with this year's Yr11 cohort.</p>																											

<p><b>September 2020</b></p>	
<p><b>4) To provide good quality home learning lessons and opportunities for pupil premium students who are sent home to isolate since September 2020</b></p>	<p>Achieved- All student attendance was tracked and monitored per lesson and a robust system was in place to pick up on non-attendance. Google classroom was used to upload lesson material on to and to conduct live lessons for those having to self-isolate or working from home due to government guidelines. This was quality assured through line management structures.</p>
<p><b>5) To ensure pupil premium students are able to manage their behaviour and be praised for their successes</b></p>	<p>Achieved for praise points- 84.4% of PP achieved 5+ praise points compared to 81% of Non-PP students.</p> <p>(5+ praise points is used as a school threshold as 5+ results in a praise letter home.)</p>
<p><b>6) To ensure that high band students who are also pupil premium make at least expected progress with a particular focus on Y11 students</b></p>	<p>There were 9 students who were pupil premium and also high band who completed their GCSEs in 2021.</p> <p>Achieved in the following subjects: Business, citizenship, Computer science, French, music and PE.</p> <p>Not achieved in the following subjects: Science double award, biology, chemistry, physics, RE, photography, Spanish, mathematics, history, geography, English literature, English language and Art.</p>
<p><b>7) To ensure students receive support and guidance to help them make future choices and that there</b></p>	<p>Achieved- All PP students have gone on to further education, training or employment.</p>

<b>are no PP students leaving Yr11 without securing a place in further education or training</b>	
--	--

## 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
Child counselling and mental health support	Place2be

## Service pupil premium funding (optional)

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

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

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activities that are not being funded by the pupil premium or recovery premium. These activities include:

- The National Tutoring programme is being utilised by the school for this academic year in which at least one third of all students who have been selected for 1:1 tutoring are identified pupil premium.
- Breakfast club is available to all students and provides a safe space for our disadvantaged students to come and socialise or do their homework before the start of the school day.
- Offering a wide range of high-quality extracurricular activities that boost wellbeing, behaviour, attendance and aspiration. These activities range from the football academy, Duke of Edinburgh Award, drama club and a range of sports clubs. Disadvantaged students will be encouraged to attend.
- Ensuring that all students have access to a robust online learning curriculum using google classroom. This ensures that all pupils, including pupil premium students have access to lesson resources and revision and that will support their learning at home.
- Friendship club runs each lunchtime and offers a safe space for all students who are struggling to make and maintain friendships. They can play games and socialise with each other whilst being supervised by a member of staff.
- The achievement coordinator for Yr11 runs a lunchtime study club for all students that a number of our disadvantaged students attend. This gives them access to IT resources and they can concentrate on revising or catching up on missed work from the last academic year.