

Pupil premium strategy statement – King Edwards VI Lordswood School for Girls

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	771
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	18/12/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kerry Cooney
Pupil premium lead	Jennifer Hughes, Director for Raising Achievement
Governor / Trustee lead	Claudia Huxtable

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 207,197
Recovery premium funding allocation this academic year	£ 55,200
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
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>	£ 262,397
Three core areas of spending	

To support quality first teaching (50% recommended)

£125,400

Targeted academic support (25% recommended)

£80,220

To support wider school approaches (25% recommended)

£56,777

Part A: Pupil premium strategy plan

Statement of intent

King Edward VI Lordswood School for Girls is a caring community, which inspires our students to become respectful, resilient young people who are ready for life beyond school. In order to fulfil these values and ensure that all pupils make strong progress, regardless of their backgrounds or the challenges they face, we work to ensure that all students are supported in overcoming barriers that may limit their learning and hinder their school experience. Not all pupil premium students require the same interventions and therefore, our strategy encompasses a wide range of activities that will cater for the needs of all our disadvantaged students.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined below are also intended to support their needs, regardless of whether they are pupil premium or not.

We used the EEF's implementation guidance to develop our strategy. We will continually refer to this guidance when planning, implementing and evaluating our activities.

As we move to a 3 year plan we will put 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	Literacy – assessments, observations and discussions with KS3 students indicate that pupil premium pupils on average have lower levels of reading comprehension than their peers.
2	Attendance gap – Our attendance data from the last academic year indicates that there is a small difference in the average attendance of pupil premium and non-pupil premium students and our attendance is above national average. However, we know that attendance affects the progress of pupil premium

	students more than their peers and continue to work with a small cohort of pupil premium students whose attendance is below average.
3	Accessibility – we have seen a steep rise in requests from students and their families for financial support over the past year (for example, with bus passes and uniforms). We predict this trend to continue as the ‘cost of living crisis’ continues to impact our most disadvantaged families.
4	Mental health, well-being and behaviour – observations and discussions with pupils during review/mentor meetings and conversations with parents have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects. However, we continue to see an increase in panic attacks and ‘friendship issues’. Teacher referrals for support to CASS, FTB and Place2Be remain higher than pre-pandemic and pupil premium students continue to make up a disproportionate number of them. The impact on disadvantaged pupils has been particularly acute as they continue to make up a disproportionate number of suspensions.
5	Cultural capital – data from summer examinations, observations and discussions with staff and students, show that pupil premium students make less than expected progress more often in subjects where a lot of ‘assumed knowledge’ is present. For example, in subjects such as citizenship, business and history. Linked to this, they have less clarity around career goals and how to achieve them compared to their non-pupil premium peers. It is not that they are less ambitious, but their knowledge of what resources and opportunities are available are limited due to lack of exposure.
6	Parental engagement – not all parents of pupil premium students are able to engage with strategies to support their children in their learning. Attendance at parents’ evenings continues to be lower for pupil premium students.
7	Numeracy - Assessments, observations and discussions with KS3 students indicate that pupil premium pupils on average have lower levels of numerical fluency and reasoning than their peers.

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 close the attainment gap between pupil premium and non-pupil premium students across the curriculum at the end of KS4	<ul style="list-style-type: none"> ● To maintain the above national attainment and progress of pupil premium students ● The gap in progress and attainment between pupil premium and non-pupil premium students to close year on year ● Progress and attainment to increase each year for pupil premium students
To achieve and sustain improved attendance for all students, particularly our pupil premium students	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> ● Reducing the overall unauthorised absence rate for all pupils and a reduced gap between pupil premium attendance and their peers. ● Attendance of all pupils is above the national average.
To increase parent engagement of pupil premium students	<ul style="list-style-type: none"> ● Through continued monitoring increase the percentage of parents attending parents' evenings, curriculum evenings and coffee mornings ● To provide in school IT support for parents so all parents have the means to make and attend parents evening appointments ● Increase the number of phone calls home made by teaching staff to support or celebrate students in the classroom
To enable reading ages of pupil premium students to increase at an improved rate compared to non-pupil premium students	<ul style="list-style-type: none"> ● Through continued monitoring of reading results, see that the gap between pupil premium students and non-pupil premium students closes year on year ● PP students accessing Library support regularly, and attendance by PP students is above that proportionally of their non PP counterparts. ● GL reading data is collected 3 times per year for underperformers to measure impact of intervention strategies.
To achieve and sustain improved wellbeing for all	<ul style="list-style-type: none"> ● Participation in enrichment and intervention activities for pupil premium students, including trips, clubs and

students, including those who are pupil premium	<p>student council is at least as high proportionally as non pupil premium students.</p> <ul style="list-style-type: none"> Improved tracking of clubs, trips and enrichment data to identify potential barriers for pupil premium students. Through continued monitoring identify students as early as possible who need support from the behaviour mentor and therefore see a reduction in exclusions and referrals (to FTB and Place2Be) post mentoring for pupil premium students. Increased number of pupil premium students receiving rewards and positive phone calls home.
Pupils at Lordswood have the opportunity to experience a broad, rich and challenging curriculum.	<ul style="list-style-type: none"> EBacc entry to match or exceed national averages Use of subject reviews and increased QA to assess the quality of education.

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: £125,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching quality:</p> <ul style="list-style-type: none"> Embed quality first teaching principles across the school through an effective quality assurance system Personalised professional development for all staff, early career teachers follow a bespoke programme. Personalised CDP programme based on staff surveys, 	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-</p>	1, 2, 5, 7

<p>results of QA and needs identified by middle and senior leadership.</p>	<p>development/Planning-professional-development.pdf?v=1641893326</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	
<p>Improving literacy in all subject areas:</p> <ul style="list-style-type: none"> ● To contribute to the accelerated reader programme ● Contribute towards the cost of GL reading assessments ● Contribute towards the cost of running the library ● Contribute towards LEXIA ● Contribute towards the cost of the second in department for English with responsibility to oversee literacy across the school 	<p>The EEF highlights that approaches supporting reading comprehension can (on average) deliver an additional 6 months progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial?utm_source=/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1698410931</p>	1
<p>Curriculum and cultural capital:</p> <ul style="list-style-type: none"> ● Develop curriculum planning, implementation and materials to ensure all students receive high content and practice. Including teaching and assessing academic vocabulary identified 	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p>	1, 5

<ul style="list-style-type: none"> Contribute towards the cost of Subject Association Memberships 		
<p>Staff recruitment and retention:</p> <p>Contribute towards the cost of advertising jobs</p>	<p>The NFER highlight the importance of stability in the school environment for PP students.</p> <p>https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</p>	1, 2, 4
<p>Providing structured revision guidance, homework, intervention and support:</p> <ul style="list-style-type: none"> Contribute towards the cost of online platforms such as Google Classroom, GCSE Pod, and maths whizz 	<p>Studies involving digital technology typically have a greater impact on progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning</p>	1, 2, 3, 4, 5, 6, 7
<p>To contribute to costs of staff CPD on a range of safeguarding and student wellbeing issues using the online platform run by TES and EduCare</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 5

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

Budgeted cost: £ £80,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring and 1:1 support:</p> <ul style="list-style-type: none"> ● Staff directed time to be used for subject specific interventions ● Contributing towards the cost of academic mentoring. (Releasing members of staff during registration time) ● Academic mentoring is offered to students who are underperforming in multiple subjects ● Contribute to the cost of 1-1 interventions for students who, for any reason, cannot access school. 	<p>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 and revisit progress on a regular basis is a key strategy the school wishes to maintain:</p> <p>Learning behaviours EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 7</p>
<p>Diagnosis of student's needs:</p> <ul style="list-style-type: none"> ● Contributing towards the cost of Achievement Coordinators 	<p>The EEF emphasise the importance of using a variety of tools in order to correctly identify the needs of our students:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>4, 6</p>
<p>To contribute towards the salary of key staff:</p> <ul style="list-style-type: none"> ● Achievement coordinators ● Raising Achievement Coordinator 	<p>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.</p> <p>EEF research states that when there are personalised messages sent to parents and</p>	<p>1-7</p>

<ul style="list-style-type: none"> ● Attendance officer ● Contribute to the cost of Class Charts and Weduc to communicate with parents. ● Contribute towards directed time for staff to regularly make phone calls home (new) ● Education Welfare Officer visits 	<p>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. Having a team of staff also ensures that behavioural policies are implemented and pupils are supported.</p> <p><u>Parental engagement EEF</u> (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p><u>Behaviour interventions EEF</u> (educationendowmentfoundation.org.uk)</p> <p><u>Mentoring EEF</u> (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote good mental health and well-being:</p> <ul style="list-style-type: none"> ● Contribution towards Place2Be ● Ready, Resilient and Respectful core values delivered through tutor time. ● Changes to the PSHE Curriculum - additional PSHCE during tutor time to improve wellbeing education (PSHCE) 	<p>EEF evidence states that when students feel supported in their mental health and wellbeing, outcomes are improved.</p> <p>Prioritise social and emotional learning to avoid “missed...” EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>

<p>Subsidies are available for extra-curricular and off-site visits:</p> <ul style="list-style-type: none"> ● Contribute towards the running cost of the forward thinking programme overseen by the University of Birmingham. ● Contribute towards the cost of Breakfast club ● Contribute towards the cost of trips and music lessons ● Contribute towards the cost of KS3 after school social events. 	<p>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:</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>Contribution to ongoing Weduc and class charts costs. These channels of communication are used to improve parental engagement.</p>	<p>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:</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 6,</p>
<p>Subsidies are available for uniform, travel and a range of other material needs:</p> <ul style="list-style-type: none"> ● Forward Thinking Programme ● Bus Passes ● Uniform Vouchers ● Sports and/or other specialist equipment ● Locker rental 	<p>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:</p> <p>Pupil premium: overview - GOV.UK (www.gov.uk)</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</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: Pupil premium: overview - GOV.UK (www.gov.uk)</p>	<p>1-7</p>
<p>Wide range of clubs, interventions and quiet study space sessions are offered (for example, homework club)</p>	<p>Some pupils may not have a quiet space for home learning and so it is important for us to consider how home learning can be supported, for example by providing intervention sessions and homework clubs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learningtoolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework</p>	<p>1-5, 7</p>

Total budgeted cost: £ 262,397,

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. Read below for progress and attainment data.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our pupil premium students was **0.77 (SISRA)**. For attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was **50.61 (SISRA)**. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has discouraged comparison of a school's 2023 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are due to significant change in KS4 summative assessment and grading. Changes were made to GCSE and A level exams in 2023, with adaptations such as formula sheets for pupils and although overall grading that reflected an attempt to move schools in line with data from 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). We use FFT and SISRA to compare results to other schools. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has started decreasing but is still higher than before the pandemic. The Progress 8 score of our non-disadvantaged pupils was **1.04 (SISRA)**, and the Attainment 8 score was **57.45 (SISRA)**. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

We are very proud of our results and while there is still a gap between pupil premium and non-pupil premium students, in comparison to other schools pupil premium students continue to achieve higher than national attainment and the difference between our PP and non PP students is less than half of the national average. (SISRA collab data)

Reading assessment data has shown that students, both pupil premium and non, are in general making positive progress each year. It is also seen that the gap is closing for most years. Our current Y11 cohort displays weaker reading ages in general and a widening of the gap. This year we aim to put more support in place for individual students across both key stages who are significantly behind using a combination of small group interventions and the use of LEXIA

Our internal rewards and sanctions figures demonstrate that classroom pupil behaviour was an area of strength last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic and in particular are manifesting themselves outside the

classroom and amongst friendship groups. The impact on disadvantaged pupils has been particularly acute as they received more behaviour sanctions last year and they continue to make up a disproportionate number of suspensions. Although the proportion of exclusions has decreased, numbers of exclusions are on the rise and it is still a key priority to ensure all students access early support to reduce the number of exclusions in the future.

Parental engagement, particularly of pupil premium parents remains lower than we would like and therefore this will be a focus moving forward. We will continue to monitor this closely and provide additional support. Next year we will look to provide IT access to parents in school during parents evening if this is not available at home.

The quality of NTP tutors last year proved to be mixed and student commitment and attendance was poor. Student feedback was that after school intervention sessions led by staff were more valued by students.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Supporting data

Intended outcome	Review
<p>To close the attainment gap between pupil premium and non-pupil premium students across the curriculum at the end of KS4</p>	<p>Success criteria:</p> <ol style="list-style-type: none"> 1) To maintain the above national attainment and progress of pupil premium students. <p>Evidence below suggests objective 1 has been met.</p> <ol style="list-style-type: none"> 2) The gap in progress and attainment between pupil premium and non-pupil premium students to close year on year <p>Evidence below shows that objective 2 has been met</p> <ol style="list-style-type: none"> 3) Progress and attainment to increase each year for pupil premium students. <p>Evidence below shows that progress and attainment has increased this year for our pupil premium students.</p> <p><u>External GCSE results data</u> Average total progress 8 (vs. collaboration data on SISRA 29/09)</p>

All: 0.98 (vs.0.01)

Non PP: 1.04 (vs. 0.18)

PP: 0.77 (vs. -0.41)

GAP: 0.27 (vs. 0.59)

Average attainment 8 grade (vs. collaboration data)

All: 5.58 (vs. 4.65)

Non:5.74 (vs. 4.98)

PP: 5.06 (vs.3.84)

GAP: 0.68 (vs.1.14)

Data displayed above shows evidence that objective 1 has been met.

	national	2021-22	national	2022-23
Progress	0.01	0.71	0.01	0.98
Non PP	0.18	0.88	0.18	1.04
PP Progress	0.4	0.3	-0.41	0.77
GAP	0.58	0.58	0.59	0.27
Attainment	4.91	5.65	4.65	5.58
Non PP	5.27	5.97	4.98	5.74
PP	4.06	4.88	3.84	5.06
GAP	1.21	1.09	1.14	0.68

Data displayed above shows evidence that objective 2 has been met.

Internal assessment data

Green indicates gap narrowing since last data set

Red indicates gap widening since to the last data set

KS3 Progress:

Percentage of students on track

	Y7	Y8	Y9
PP	84.4	75.0	71.7
Non-PP	90.1	86.3	84.1
Gap	5.7	11.3	12.4

KS4 Progress:

Yr10

	% Students ach 9-5 in Eng and Ma	% Students ach 9-4 in Eng and Ma
PP	13.7	31.4
Non-PP	27.5	47.1
Gap	13.8	15.7

Y10 End of year mock exams

Average total progress 8

All: -1.96

Non PP: -1.95

PP: -2

GAP: 0.05

Average attainment 8 grade

All: 3.02

Non:3.27

PP:2.53

GAP: 0.74

To achieve and sustain improved attendance for all students, particularly our pupil premium students

Sustained high attendance by 2024/25 demonstrated by:

- Reducing the overall unauthorised absence rate for all pupils and a reduced gap between pupil premium attendance and their peers

Evidence below suggests the above objective has been partially met.

Unauthorised absence levels for pupil premium students is higher than that of their peers and this is something that will require additional monitoring and intervention moving forward.

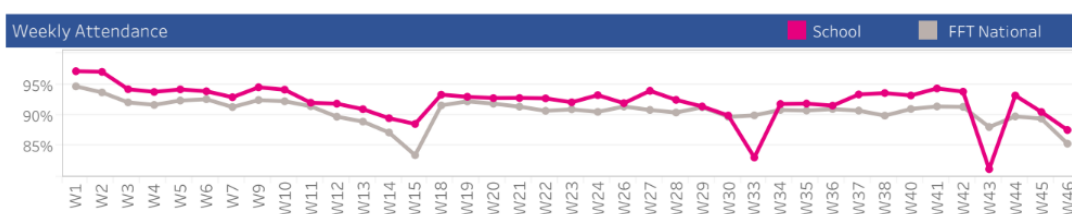
While it is pleasing that the attendance gap minimised for our KS4 students last year, the KS3 attendance gap has widened.

Overall unauthorised absence rate:

Unauthorised absence statistics Y7 - 11			
	Student numbers	no of students with unauthorised absence >1%	no of students with unauthorised absence >5%
PP	170	73	22
NON PP	476	108	19
PP %	26%	43%	13%
NON PP %	74%	23%	4%

FFT 360 Attendance view figures

Weekly attendance breakdown for all pupils



Attendance breakdown							
		All	Y7	Y8	Y9	Y10	Y11
FSM 6 (180)	School	88	93.9	83.1	88.1	88.4	85.5
	FFT National	85.3	88.7	86.2	84.2	83	82.9
	Difference	2.7	5.2	-3	3.8	5.4	2.6
All pupils 764		All	Y7	Y8	Y9	Y10	Y11
	School	92.1	94.8	90.4	92.9	90.9	91.5
	FFT National	90.7	92.8	91.2	90.1	89.6	89.4
	Difference	1.4	2	-0.8	2.8	1.3	2.1

Pupil premium attendance including authorised absence vs peers. Internal data
2022/3

Year Group	% Attendance	% Attendance Non Pupil Premium	% Attendance Pupil Premium	Gap %
Year 7	93.67	94.15	91.92	2.23
Year 8	89.91	91.34	85.84	5.50
Year 9	91.89	93.06	88.41	4.65
Year 10	90.33	90.23	90.55	-0.32
Year 11	85.29	85.45	84.73	0.72

Red shows larger gap than previous year

Green shows a reduction in the gap from previous year

To achieve and sustain improved wellbeing for all students, including those who are pupil premium

- Increased participation in enrichment activities for pupil premium students, including trips, clubs and student council
- Through continued monitoring identify students as early as possible who need support from the behaviour mentor and therefore see a reduction in suspensions and referrals (to FTB and Place2Be) for pupil premium students
- Increased number of pupil premium students receiving rewards

23% of pupils on the school council were pupil premium last year.

Maths club:

Usage So Far This Year					
	Number	Percentage		Number	Percentage
Whole School Totals	989	100%	Total Different Attendees	193	20%
SEND	60	6%	SEND	17	9%
PPI	261	26%	PPI	52	27%
EAL	222	22%	EAL	51	26%
Year 7	153	15%	Year 7	38	20%
Year 8	154	16%	Year 8	35	18%
Year 9	152	15%	Year 9	12	6%
Year 10	151	15%	Year 10	27	14%
Year 11	154	16%	Year 11	82	42%
Year 12	119	12%	Year 12	0	0%
Year 13	106	11%	Year 13	0	0%

Maths club: 27% of students who attended were pupil premium.

Basketball: 27% of students who attended were pupil premium.

Moana production: 23% of students who attended rehearsals were pupil premium.

Self defence club: 22% of students who attended were pupil premium.

Jewellery club: 11% of students who attended were pupil premium.

Debate club: 5% of students who attended were pupil premium.

There was an increase in attendance for enrichment activities last year due in part to the wider and more extensive range of activities offered and the reintroduction of school trips. Unfortunately pupil premium attendance for all trips, clubs and enrichment activities is not yet proportional and has not been analysed effectively during the school year for all activities. This is something that will be analysed termly moving forward to develop equity for all.

	<p>Achievement points:</p> <p>PP average: 18.26 NON PP average: 19</p> <p>Behaviour points:</p> <p>PP average: 11.14 NON PP average: 4.76</p> <p>Behaviour mentoring:</p> <p>26% of the students receiving behaviour mentoring were pupil premium.</p> <p>It is pleasing that there is no significant difference in the average number of achievement points that pupil premium students receive in comparison to non-pupil premium. Unfortunately, pupil premium students achieved more behaviour points on average. Moving forward, our rewards system analysis will be completed on Class Charts to enable more effective identification of intervention needs.</p> <table border="1" data-bbox="392 835 1177 999"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Internal exclusions</th> <th colspan="2">Exclusions</th> </tr> <tr> <th>2021-22</th> <th>2022-23</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>PP exclusions</td> <td>52%</td> <td>55%</td> <td>69%</td> <td>44%</td> </tr> <tr> <td>Non PP exclusions</td> <td>48%</td> <td>45%</td> <td>31%</td> <td>56%</td> </tr> </tbody> </table> <p>It is clear that pupil premium students still make up a disproportionate number of internal and external exclusions and therefore wellbeing support is of continued importance.</p>		Internal exclusions		Exclusions		2021-22	2022-23	2021-22	2022-23	PP exclusions	52%	55%	69%	44%	Non PP exclusions	48%	45%	31%	56%
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<p>To increase parent engagement of pupil premium students</p>	<p>Through continued monitoring increase the percentage of parents attending parents' evenings and curriculum evenings</p> <p>Parents evening data still indicates a significant gap in the attendance of pupil premium parents and non pupil premium parents.</p> <p>Curriculum evenings and coffee mornings have been introduced to allow parents who might work shifts the chance to attend. This has increased parental opportunity but has highlighted that more action is required.</p>																			
<p>To enable reading ages of pupil premium students to increase at an improved rate compared to non-pupil premium students</p>	<ul style="list-style-type: none"> ● Through continued monitoring of reading results, see that the gap between pupil premium students and non-pupil premium students closes year on year ● Reading comprehension tests will demonstrate an improvement in comprehension skills among pupil premium students (especially in year 10) GL assessment ● Quality assurance will demonstrate that teachers have recognised this improvement through engagement in lessons and book scrutiny <p>Students tested each September and analysis is given below:</p>																			

Initial tests in Sept vs new Sept.

GL reading assignments. September 2022 vs September 2023								
	Y7	retest	Y8	retest	Y9	retest	Y10	retest
PP	13.8	17.4	-2.15	7.75	-2.83	2.6	-7.52	-8.16
NON PP	19.92	23.5	12	14.6	19	19.7	3.7	4.8
Gap	6.12	6.1	14.15	6.85	21.83	17.1	11.22	12.96

The above table shows that objective 1 and 2 have been met for most year groups and has identified a need for further intervention for our current Y11 students.

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
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:

How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A