

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Cox Green
Number of pupils in school as of 21 st September 2023 (Y7-Y13)	1208
Proportion (%) of pupil premium eligible pupils (Y7-11)	18.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	21 st September 2023
Date on which it will be reviewed	21 st September 2024
Statement authorised by	Danny Edwards
Pupil premium lead	Sian Hughes
Trustee lead	Sam Steele

Funding Overview

Detail	Amount
Pupil premium funding allocation this financial year April 2023 to Mar 2024	£ 184,230
Recovery premium funding allocation this academic year	£ 50,508
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 234,738

Part A: Pupil Premium Strategy Plan

Statement of Intent

- *All disadvantaged pupils will be enabled to achieve the same outcomes as non-disadvantaged students using the three key approaches of high-quality teaching, targeted academic support and the wider strategies approach*
- *Our key principles are to focus on effective teaching and learning and create an ethos of a targeted approach to support PP students with their barriers to learning.*

Challenges

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

Challenge number	Detail of challenge
1- High Quality Teaching	Improve attainment and progress of PP students across the school with a focus on the students with the most barriers to their learning
2- Targeted Academic Support	Ensure PP students across the school receive bespoke and personalised interventions; roughly one fifth of the school population
3- Wider Strategies	Improve attendance in PP students by increasing engagement with education and reducing the difference between disadvantaged and non-disadvantaged students in each year group.
4- Targeted Academic Support	Decrease the literacy and numeracy gap between disadvantaged students and non-disadvantaged students that has been exacerbated by the pandemic
5- High Quality Teaching	Develop and embed a holistic approach across teaching and learning for PP students with a focus on adaptative teaching and learning strategies
6- Wider Strategies	Embed opportunities for PP students to build on their cultural capital and enrichment experiences throughout their education to improve engagement and attitudes to learning

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
<p>Improve the progress of PP students through improving the quality of education (High Quality Teaching Approach)</p>	<p>Embed literacy and feedback strategies within the classroom for all teaching staff</p> <p>Embed the use of PP/SEN strategies to support staff in classrooms to identify factors that could improve progress for all e.g. STEP plans/STEP evaluation</p> <p>Continue to lead a strategic approach to PP students through laser focusing on their barriers to learning and outcomes</p> <p>Student trials to identify areas for improvement including the PP led QofE walks, work reviews to measure and monitor the quality of effective feedback always feedback to PP led to update and review PP ASP</p> <p>PP led to work with LL's on the development of specific PP strategies within departments e.g. Key word glossaries etc</p> <p>Analysing assessment data on a cyclical basis with a section of ASL's regular meeting with faculties to discuss PP data</p>
<p>Continue to embed the new PP strategy plan during this academic year enabling an individualised approach to PP students (Targeted Academic Support Approach)</p>	<p>Continue to analyse qualitative and quantitative data to identify groups of students with similar intervention needs to provide bespoke mentoring to aid engagement and academic progress e.g. tutoring, literacy interventions etc</p> <p>Communicate and liaise with LL about PP interventions via the development of the Centralised PP tracker to include Wave 1 and 2 Interventions offered by departments.</p> <p>Create new PP academic support plans for students in the new Year 7 cohort 2023-24 with most barriers to learning including those with the largest attainment gap</p> <p>Implement the review of the 2022-2023 PP Academic Support plans</p>

	<p>Continue to embed the above two strategies across departments and subject teachers as part of their everyday strategy</p> <p>Support staff through CPD with the new strategies via Teaching and Learning Briefings and through ASL faculty leads</p>
<p>Close the literacy and numeracy gap between PP and non-PP students</p> <p>High Quality Teaching and Targeted Academic Support</p>	<p>Continue to develop literacy skills focus in every classroom to the LEAP/Phonics approach as well as the disciplinary literacy, GPVS, and tier 2 words strategies identified as a focus for 'Do Now' tasks</p> <p>Continue to use the Numeracy wide school strategies and develop Numeracy skills with a focus on retaining skills and key words using glossaries for all PP pupils</p> <p>PP Literacy Interventions embedded after the improvements made in 2022-23 including; LEAP sessions for those identified with the lowest reading ages, and supportive strategies such as Paired Reader Mentoring, Breakfast Literacy Sessions and Reading Box sessions used as and where appropriate</p> <p>Introduce department led small intervention groups for students with lower reading age in Year 10/11/12/13 with a focus on informative texts, specialist vocabulary and comprehension</p>
<p>Improve attendance to increase motivation and engagement with school</p> <p>Wider Strategies Approach</p>	<p>Develop 2022-23 attendance strategies for a more focused whole school approach by tracking and monitoring attendance with HOY.</p> <p>Continue to embed use of the new Attendance Policy and Tracker amongst HOY/SAFE/LT by implementing Attendance Action plans where needed.</p> <p>Continue with Attendance Challenge plans introduced 2022-23, for PP students between 92% and 88%.</p> <p>Embed the improvement of PP attendance at Enrichment activities by continuing to develop how students are encouraged to take part in all enrichment activities offered</p> <p>Work with the SAFE team and HOY's to create strategies that are appropriate to the individual PP students</p> <p>Embed the tailored specific interventions created by the Careers Advisor 2022-23 as and where appropriate for the PP students with the most barriers to learning</p>

<p>Improve the multi-agency approach to PP students within the school Wider Strategies Approach</p>	<p>Improve the centralised tracker of PP students and the interventions put in place by LL tracking all Wave 1 Quality First Teaching and Learning interventions and Wave 2 Subject Led interventions put in place and monitor/change as appropriate to the student involved.</p> <p>Develop and embed meetings to discuss PP students and how departments are supporting the students to create coherent and consistent approach through the PP Work Reviews across the year</p> <p>Develop Liaison between ASL/HOY/PP lead</p>
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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)

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<p><i>Whole school literacy and numeracy drive</i></p>	<p>In the EEF literacy is highlighted in the case study at Aspire Academy where their focused on oral language skills and communication skills helped them to improve the outcomes of students across the curriculum by focusing on vocabulary and how to use it and understand it in a particular context. A report produced by Rising stars comparing the data of disadvantaged students and non-disadvantaged students and effect of lockdown highlights that in terms of numeracy PP students are on average 8 months behind and literacy in Year 6 pupils is 6/7months behind.</p>	<ul style="list-style-type: none"> - Embed use of Literacy Interventions provided as appropriate to gap e.g. LEAP sessions, Paired Reader Mentoring, Reading Box, Literacy Form time for targeted students - Continue to update Literacy Strategies via CPD as whole staff during twilight and Instructional Coaching sessions - Continue to have Literacy/Numeracy skills a focus of Do now tasks e.g. Informative text, Decode questions - Accelerated reader books for peer mentoring - Year 7-9 Numeracy Ninja form time (Hegarty maths) - Year 7-11 “Reading with tutors” form time - Numeracy PP Key skills/techniques kit for targeted students - Literacy Strategies and Interventions library available to all staff via the Teaching and Learning Strategies on the Staff Intranet 	<p>1,4,5</p>

CPD on feedback and effective AFL strategies

The EEF states that effective teaching and learning is integral to the approach to PP students and improving their outcomes. A whole school approach that allows teachers time to attend CPD to develop their own skills and subject knowledge is particularly highlighted as strong in the EEF. In the case study focusing on Springfield Junior School the evidence-based approach was taken as high quality teaching is stated as having a disproportionate effect on PP pupils. They gave time for regular sequential sessions enabling subject leaders to be part of the strategy including support staff

- Assessment for Learning Drive as a school with a focus on Live Marking to focus on quality of feedback across the whole school. CPD provided regularly on the use live marking and whole school strategies developed within departments.
- All staff can access AFL: Live Marking strategies via the T&L Library on the staff intranet.
- Work Reviews to focus on the use of Live Feedback in class. LL to review and feedback to ASL, who then work on improving quality of feedback across the department.
- Assessment For Learning system reviewed with departments to include more formative feedback to improve retrieval.
- New Homework Strategies focused on retention and retrieval e.g. using teams to set quizzes.
- T& L Perfect Page strategy focuses PP students what is important and highlights key points for them to remember e.g. key words in lessons for retention
- Time given for specific CPD project that focuses on either, Technology in the classroom, Adaptative Teaching SEND/PP, Engaging the disengaged and Minimising cognitive overload, for staff to help improve knowledge on how to improve the quality of teaching and learning in the classroom. All staff have their Target 2 on their

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		performance management connected to this.	
<i>Academic Support Plans</i>	Quality first teaching has the highest impact – teachers understanding PP needs ensure differentiation and clear effective strategies	<ul style="list-style-type: none"> - Academic Support Plan focusing students and staff on three targets improving engagement-reducing barriers in the classroom. - Implement Review of PP ASP following staff feedback which includes staff and students in the creation of the targeted support being offered making in a learning partnership between student sand staff. - Liase with SAFE/HOY/SENCO to include most appropriate and up to date information to provide the correct and appropriate support for students that is specifically targeted and tailored for them. 	1
<i>Reducing the attainment gap</i>	In the Rising stars report it is highlighted that middle learners were the most affected in terms of numeracy which can be improved by students focusing on learning to learn and how they approach a task and the difficulties they might be facing with it. Year 6 pupils were also particularly behind with their comprehension of informative texts which can then impact a student throughout their schooling as they cannot apply their understanding as they cannot comprehend the question itself. The National literacy Strategy also states that the average reading age of 14 in comparison to the reading age of 15 years and 7 months needed for most GCSE papers.	<ul style="list-style-type: none"> - Whole school Teaching and Learning Strategies foci of Adaptive Teaching SEND, Routines, Assessment for Learning and Retrieval which are a focus across all CPD sessions across the year improving Quality First Teaching and Learning strategies used in the classroom. - Introduction of the Walk Thrus- Instructional Coaching Project which is focused on improving the Quality of Teaching and Learning within the classroom through an instructional 	1, 4, 5

		<p>coaching project where staff can collaborate across departments to coach each other on how to improve their quality of teaching.</p> <ul style="list-style-type: none"> - Year 11 Regular Revision sessions offered focusing on “Learning how to revise” - “Think, Learn, Discuss” whole school strategy for good behaviour for learning across the school- improving the learning environment and engagement whole school - “Think, Learn, Discuss” improving comprehension implicitly and explicitly across the school - Metacognition implicit through Year 10/11 sessions based on improving exam literacy. - Year 11 Revision packs and guides provided for all PP students 	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<i>Manage and support department led small group interventions as appropriate</i>	In the EEF case study at Dixon Kings Academy it states that they needed to put the focus on the specific gap and not on the whole cohort. It could be homework interventions needed, re-teaching, small	<ul style="list-style-type: none"> - Targeted department interventions focused around the Teaching and Learning Focui for the whole school approach and 	1,2,5

	<p>group intervention, log ins created to revision sites or addressing any issues of specific gaps in knowledge or skills in staff. This targeted approach focusing on what specific academic support needed links with the EEF overall strategy of having a tiered approach as a school. Targets academic support is the second tier of the three tier strategy. The EEF states that all three tiers of the strategy need to run alongside each other for the most effective strategies and outcomes.</p>	<p>led by feedback from Laser meetings, PP Work Reviews and Open Classroom strategies added into classroom teaching to improve department interventions.</p> <ul style="list-style-type: none"> - Centralised tracker to PP Lead to liaise with LL to ensure PP strategies offered are specific and targeted to needs as well as ensuring that PP strategies are put into place across departments. - The centralised tracker provides opportunity for ASL/ LL/PP lead to monitor, track and evaluate the Wave 1 Quality First Teaching and Learning strategies used within classrooms across departments and Wave 2 Targeted Specific Department led intervention and to adapt/change where necessary - Centralised Tracker also allows ASL/LL/PP lead to see what strategies are being implemented for PP students across the year groups to see if any interventions are needed by reviewing BFL/Attendance/Literacy information data all in one tracker. - Referrals can be made by LL if they feel a student requires extra interventions after the department's interventions 	
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<p><i>Peer mentoring</i></p>	<p>Has a moderate impact according to the Sutton Trust. Develops relationships and skills to support students. Enables students to feel like role models within the school and has a low impact teacher workload/costing which allows the time and money to spent elsewhere. It can also support the students involved in terms of well being to give a sense of pride to the Year 12 PP students and a linking the younger years to the upper school.</p>	<ul style="list-style-type: none"> - Reading mentors- Year 7/8 students have time with Year 12/13 students for reading time- selected based on their Lucid tests - Year 8, 9 and 10 Peer Mentoring scheme to encourage engagement with school - Peer mentors trained in Mental Health and Coaching techniques and use these in sessions. - Use library to encourage interventions 	<p>3, 4</p>
<p><i>Academic mentoring</i></p>	<p>EEF says that school gaps should not be the focus nor internal classes. The focus should be on targeted academic support and strategies as that is the most beneficial.</p>	<ul style="list-style-type: none"> - Mentoring from within subjects for Year 10/11 students led by LL - Strategies in place focus on Attendance, Reading Age, SEND, Safeguarding to help focus the support on those with the most barriers to learning. - Targets could include HWK, re-teaching strategies, small classroom lead strategies for specific groups before or after school etc 	<p>1, 2,3</p>

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

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<p><i>Wellbeing: SAFE team and SEND team</i></p>	<p>In the EEF a case study at Limpsfield school shows that an approach that centred on well being had a direct affect on achievement, communication and independence. 1:1 counselling, occupational therapy was provided for pupils of need and this focus improved outcomes.</p>	<ul style="list-style-type: none"> - Regularly liaise with SAFE to ensure that strategies used within classrooms with key students are appropriate - SAFE team to provide strategies to PP students as appropriate to their needs e.g. Mental Health Support Team referral, Educational Psychologist, - SEND team refer students for different strategies as when appropriate for needs such as Sensory consortium for hearing/visually impaired students - SHINE – specifically for students with a Autism diagnosis 	<p>3,5</p>
<p><i>Wellbeing: Counsellor and SEMH Mentor</i></p>	<p>EEF suggestion of focus on well-being in case study as above. It is cited that dealing with wider barriers to education including attendance and behaviour are more important that the interventions that can be put in place.</p>	<ul style="list-style-type: none"> - Refer PP students to the counsellor and SAFE as appropriate - The use of the new SEMH Mentor used to work with PP students within school to provide more immediate and targeted approach as SEMH Mentor working within the staff and able to interact and feedback to staff as appropriate 	<p>3,5</p>

<p><i>Well-being: Sessions in PD and tutor program</i></p>	<p>EEF as above</p>	<ul style="list-style-type: none"> - PP students will take part in the PD programme to improve their sense of well-being - Wellbeing Wednesdays in tutor time to support mental health - Mental Health and Coaching techniques used in Peer mentoring course 	<p>3</p>
<p><i>Sixth Form</i></p>	<p>Developing relationships within the school and enabling students to aspire to achieve the very best they are capable of.</p>	<ul style="list-style-type: none"> - Encourage bursary uptake with Sixth Form students in main school and within the Football Academy including Vulnerable person bursary - Work with SF on curriculum pathways, destinations - Support given to track students attainment gaps and ideas for interventions e.g. attendance, attainment etc. 	<p>1, 3,</p>
<p><i>Enrichment: Internal</i></p>	<p>In the EEF case study at Lingsfield school they also introduced a programme of Work experience opportunities, trips and experiences that had a direct impact. This links to the third tier of the EEF recommended approach which is to look for wider strategies that are available and to look at the specific features of the community that the school resides in. Providing opportunities to PP students that are not available within their own community are cited as having an impact on their social and emotional well-being.</p>	<ul style="list-style-type: none"> - Encourage uptake of Enrichment activities in PP students e.g. Extra-Curricular activities in Music, Sport, Science, D of E, Drama - Embed use of invitations for PP students with LL/ASL - Embed use of Enrichment strategies such as double achievement points available to PP students for their participation in House Competitions - All House Competitions provided that are inclusive to all 	<p>3, 6</p>

		<ul style="list-style-type: none"> - PP students given tickets to School production/Music nights etc - Encourage uptake in Student Leadership, JSL, QCommunity, UNITY etc 	
<i>Enrichment: External</i>	Sutton Trust identify the importance in effective intervention within the classroom and the offer of a diverse extra-curricular programme to motivate and inspire PP students are offered opportunities they may be unable to access externally to the school to open up new opportunities.	<ul style="list-style-type: none"> - PP trips to extend wider knowledge and experience and instill engagement and sense of community e.g. Weald and Downland Museum, Theatre, Go Karting etc - Continue to work with selected Year 9/10 and Careers advisor to provide a mini taster programme of opportunities e.g. apprenticeship talks, BCA taster days at college etc - Potential free outside support: Oxbridge trips using Joe Organ link, Brilliant club, Rise Above, Good Lad Initiative, EEF toolkit, Leading Learning, Teacher Development Trust, Catch up funding 	3, 6
<i>New Attendance Tracking System</i>	EEF cites that dealing with wider barriers to education including attendance and behaviour are more important than the interventions that can be put in place.	<ul style="list-style-type: none"> - Working with HOY and SAFE team in a holistic manner on the new attendance tracking system and incorporate their attendance plans within their PP profiles - Developing the use of the Attendance tracker and the new attendance 	3

		<p>guidelines to create a consistent approach across all year groups.</p> <ul style="list-style-type: none"> - Monitor and track the use of the four strategy system via HOY/SAFE - CPD for staff via Pastoral meetings on template emails/parental contact for contact home about attendance - Bespoke careers advice and opportunities for PP students across all year groups via PD, Wellbeing, Careers Appointments, and the new Careers Fair offered each year with the opportunity to meet those in the real world of work. - Ensure the 'real world/work' life skills are embedded in all curriculum plans/scheme of learning and within specific events such as the Year 10 Mock work interviews 	
<i>Focus on rewards and positive</i>	<p>Research into intrinsic and extrinsic motivation reflects that “promotion-focused individuals not only experience higher interest in a boring task but also try to make the task more interesting (Smith et al., 2009). Vaughn’s (2016a,b, 2019) recent work revealed that people who pursue promotion-focused goals experience more intrinsic motivation, while people who pursue prevention-focused goals experience more extrinsic motivation, which might be because a promotion focus leads to higher satisfaction of autonomy, competence, and relatedness needs than prevention focus.”</p>	<ul style="list-style-type: none"> - Create a bespoke rewards system for PP students to build self-esteem and engagement - Improve engagement with productions/student leadership/senior leaders/ subject leaders, house captains etc - Breakfast clubs as appropriate, equipment and trips used for the funding. Students supported with funding for extra curricular activities 	3,5

		such as Music Lessons via Charity Applications as appropriate	
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Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

There were several pupil premium activities that were successful during the academic year 2022-23 helping to reduce the attainment gap. The attainment 8 score for all disadvantaged students at Cox Green in 2023 was 35.60 which is a drop from 39.93 in 2022. This fall can be attributed to the change in grade boundaries this 2023-24 series. We are awaiting the new data set in October after the VA has been reassessed taking the new grade boundaries into account which we are hoping will reflect the changes we have made. We did have several different PP Intervention sessions that were all specifically targeted and particularly; Maths/English interventions, HAP revision sessions for stretch and challenge and department led targeted interventions that we felt did have success. Disadvantaged students gaining a 9-5 in English increased by 13.8% from 2022, 9-7 in English also increased by 10.3% and 9-4 in English increased by 6.9%. The attainment gap between FSM6 MAP students (15) and non FSM6 students reduced to between average grade of 4 to 4.5 respectively. The attainment gap between the 3 LAP students was 2.3-2.9 which again was a reduction. Each PP students received a revision pack full of revision resources and they received revision guides/resources for all subjects. Students were provided with an exams equipment pack if required for their actual exams. A successful intervention was also that during AM registrations across the Autumn term and Spring term Year 11 students received specific interventions sessions during morning registrations based on their current data offering targeted support. The impact of this was then highlighted in positive residual scores and positive subject progress index scores. This highlights that the targeted interventions listed above helped to increase engagement and motivation for revision. Analysing the residual scores of disadvantaged students there are several subjects where students received a positive residual score in Art, English Language, English Literature, Food, Media and Science including Biology, Chemistry and Physics as separate subjects (specifically with our HAP PP students). Overall, the residual scores were positive for disadvantaged students at 0.0. This was matched with positive subject progress index scores in Biology, Chemistry, Physics, French Graphics and Art. Indicating that our students made better progress than their counterparts in other schools with the same prior attainment in these subjects. The school led tutoring programme was in the main successful. Students in Year 11 were given a package of tutoring from a subject specific tutor in the subject where they had the largest attainment gap. 28% of pupils overachieved their targets after tutoring and overall 52% achieved at least their target grade. The nine pupils who did not achieve their target grade were the pupils who unfortunately had not engaged with the tutoring and only attended once or not at all. Going forward we can see the success rate for those who do attend and therefore our focus must be on attendance to these sessions. The tutoring process also helped to improve motivation and engagement with revision in all subjects which can be seen in the positive residual scores and subject progress index scores as mentioned previously, with 28% out performing their subject index progress score showing that our high attainers disadvantaged students were working at a similar level to their peers. 83% of disadvantaged students made positive progress in four or more subjects in their residual scores. This shows that we have begun to successfully remove barriers to students learning. All students have a destination, and they are

no NEETS in all disadvantaged students in Year 11. The progress 8 score for FSM students (27 out of the 29 disadvantaged students) has fallen from the 2022 score of fallen -0.4, to -1.51, but again we are awaiting the October update to the data. The FSM6 students (27 out of 29) had positive residual scores in Art, Drama English Language, English Literature, Food, Graphics, Media, Biology, Physics and Combined Science which is a massive achievement.

According to FFT Aspire data, attendance of disadvantaged students was 81.7% in comparison the national average of attendance which was 85.3%. This includes COVID related absence after the government announcement in Winter 2022 that students should stay at home if they suspected COVID. Overall Year 11 attendance data for disadvantaged students has been affected by 2 out of the 29 students. However, the new attendance challenge strategies alongside developing the new attendance strategy/policies implemented in 2022-23 have continued to improve attendance with specific students shown in the specific improvement. We ran 4 rounds of the 20-day challenge in 2022-2023 with a great success rate. For example 15 of the 22 students from round 3 were still showing improved attendance in June 2023. Student attendance, 2 weeks after completing the challenge, improved by 9% overall across the group. The attendance interventions have been successful especially in lowering the number of PA students across the school as the number went from 500 to 344 within a term of using the strategies. We have also analysed the data and found that our use of the U code was incorrect and this would change the overall attendance statistics of a number of PA students. The interventions will continue to be built on in 2023-2024 through the role of Pupil Premium and Attendance Lead who will work to make these attendance strategies a part of a whole school approach. Of positive note is the Year 10 FSM6 pupils at Cox Green with a PA of 31 % which is the same as the national average. Going forward, we need to improve attendance in Year 11 and 9 (2023-24), the PA figure and the attendance figure for both years in terms of FSM6. These two year groups have the biggest gap between FSM6 and Not FSM6. Overall, the Cox Green PA percentage score is 32% above the National Average of 28%. However, moving forward we have adjusted our recording systems e.g. for the U code, which has been affecting our PA figure. We hope to see a decrease in our PA figure due to these changes.

In terms of challenge 1 successful elements were the CPD sessions provided for staff on literacy and feedback that were focused and strategic in offering staff specific high quality teaching strategies that could be used with PP students based on EEF research and case studies. Literacy was again identified as a focus for our learners, after a full review of literacy skills took place across Year 7,8,9 which meant we could develop an even more targeted approach. We invested in the LEAP programme which trained members of staff in a phonic approach which allowed us to develop Quality First Teaching and Learning techniques across the school using this information. For example, we had a CPD literacy session focusing on new LEAP programme and educating staff about a phonics approach within the classroom for our less able learners. The CPD project that focused on adaptative teaching strategies for SEND/PP students helped to give a laser focus on identifying factors and barriers to learning within the classroom and how this can be alleviated. CPD sessions were also provided to Learning Leaders within Teaching and Learning Briefings and Middle Leader meetings focusing on the development of high-quality teaching and learning teaching strategies for PP students across all departments. This work is being fed into the PP tracker and the Wave 1 Quality First Teaching and Learning interventions are now being tracked. To develop our

work even further, next year we can look at the ALS/LL's analysing data in conjunction with the PP lead, so the targeted approach links across leadership. The findings of the teaching and learning reviews could also be feedback to the PP lead to allow for development of the strategies put in place for students.

Challenge 2 saw a success in analysing data for our targeted approach whether it be for specific subject intervention sessions during tutor time or the school led tutoring sessions offered. We can see a clear impact in the data for those students who attended these sessions well and engaged in the sessions being offered with 28% of PP students out performed their subject progress index score. We continued to develop and embed the use of PP Academic Support Plans, which allowed us to communicate well with learning leader's on the strategies needed to alleviate their barriers to learning. We could also support staff through CPD sessions such as teaching and learning briefings to educate staff on the most effective targeted approaches. The review of the PP Academic Support plans was successful in that all students engaged in the review and all subjects engaged in the review. All PP students with the most barriers to their learning have benefitted from these plans. The ability to engage teachers and students in a review means that we are creating a targeted approach based on the individual barriers each student may have for learning and have targeted high quality teaching and learning strategies to support them with those barriers. We call it a learning partnership card to show that this system forms a partnership between the learner and teacher. Engagement with the review has increased the knowledge bank of teacher's high quality teaching learning strategies for PP students such as metacognition exercise, dealing with informative texts or looking at tier 2 words. Review also allowed for teachers to put forward different suggestions allowing for us to develop the array of strategies even further based on subject specific ideas. Using the advice in the EEF we have also sought to change some of plans to suit the needs of our PP students. For instance, after a review of the literacy of the data of PP students and across the school we adapted the Breakfast Literacy sessions. We continued to see 100% success rate with the Reading boxes used with PP students in Breakfast Literacy sessions for students in Year 7, 8, and 9. However, after revising the data in January we developed some more specific targeted strategies using a new LEAP programme that the school invested in. Several staff were received training in the LEAP programme including the PP lead, so LEAP sessions could be provided for students with the lowest literacy scores alongside, Paired Reader Programme, the targeted Literacy sessions using the Reading boxes. This meant we could develop the phonic skills of PP students with the lowest literacy scores as well as giving them a Peer Reading Mentor in the Sixth Form who encourage their reading skills in a really positive manner with a high attendance rate. If students were in school, they would attend the sessions. We saw huge increases in the reading age, with students gaining 20 months in their reading age after completing the LEAP programme. The developments for this challenge would be whilst we adapted to suit the needs of the learner we didn't manage to increase our offer of numeracy strategies. All students complete Numeracy Ninja's programme in Year 7, 8, and 9 but we have plan for numeracy glossaries to assist all PP students in lessons have been created and just need to be embedded in lessons. Department led literacy interventions were in place in terms of Do now exercises based on Tier 2 words, but we could develop a more consistent strategies to be implemented to support not only the PP students with a low reading age but also exam skills including dealing with informative texts. The Peer Mentoring programme with Year 7,8,9 and 10 continued to be successful with PP students attendance at sessions extremely high, if students were in school they attended their session.

The attendance challenge was well met with the new attendance tracker being embedded more within tutor, HOY, Attendance Led practises including a more consistent and usable Attendance Policy which was provided for staff. This more simplified policy was introduced mid-way through the year, so the focus this year will be to embed this further from the beginning of the year. The introduction of the attendance challenge by the Attendance led worked extremely well with a reduction in PA's from 500 to 344 within a term. The attendance challenge gave students a positive strategy to improve their attendance percentage and worked well in terms of providing a wider strategy that could be used with several students at a time between 88-92% attendance to move them out of PA. SAFE worked very effectively with our PP students offering in house support and referring to outside agencies where appropriate.

The SAFE team are an invaluable resource who have identified and organised several alternative curriculum arrangements including with the Mental Health Support Team. This includes regular parental/student assessment meetings, where external support is offered. We improved the Careers strategies available, by specifically targeting Year 9/10 PP students for Careers appointments and used this information to provide wider interventions such as a trip to BCA College to take part in taster sessions. All Year 10 PP students were offered a place on the trip so they could experience the different vocational courses available from Equine Studies, Animal Management, Motor Vehicle and Early Years. The trip was well attended with 86% of students attending the trip and all students engaged well with the opportunities it provided. This trip was a real success, and we will be taking students again in the future, as the direct impact we could see on students' engagement after the trip. The focus on improving the uptake of enrichment activities for PP students was a real success we moved from 4% to 25% in one term. We did this through a targeted approach for instance we sent specific department invitations to PP students across the school inviting them to different activities and offered incentives. We continued to improve the multi-agency approach to the strategies being put in place for PP students by developing the PP tracker to make it centralised document that all LL's have added in their Wave 1 Teaching and Learning strategies provided for all PP students. In the next academic year, it will be developed so LL's and ASL's can add in Wave 2 strategies/interventions being provided for PP students so the interventions can be targeted and be part of a wider approach that will enable not only the PP lead to monitor and track the overall picture but all staff will have access to the document. This will allow all interventions to be included in a more focused manner. An increased liaison between HOY and PP led meant that strategies provided to PP students could be co-ordinated and provide a more laser sharp focus. For development the PP lead could be included in on the notes from Laser Meetings with LL to ensure that any actions/outcomes can be supported/provided included in interventions put in place. Overall, the pupil premium strategies did have a very successful impact on students during the academic year of 2022-23.

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
Construction Alternative Curriculum	SATRO
Therapy	Heroes
Therapy	Gone Fishing
Vocational GCSE courses	BCA - Aspire
Alternative Curriculum	Manor Green – the LINK
Online Tutoring	Academy21

Further Information (optional)

We have worked with a number of charities over the academic year 2022-23 and will continue to work with them into 2023-24. They have provided money for equipment, support towards extra-curricular activities and enrichment activities that have all benefitted disadvantaged students.

- Jamie's Farm
- Lion's Club
- Spoope Merry and Rixman Foundation