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Pupil Premium Strategy Statement

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.

Academy overview

Detail	Data
Academy name	Co-op Academy Walkden
Number of pupils in academy	1488
Proportion (%) of pupil premium eligible pupils	28.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Matt Hacker
Pupil premium lead	Catherine Earley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£422,860
Recovery premium funding allocation this academic year	£136,171
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£559,031
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At Co-op Academy Walkden, we believe that every child should have the opportunity to achieve their potential irrespective of their background, starting points or individual challenges. We are committed to securing a collective responsibility and commitment to addressing the advantage gap.

Co-op Academy Walkden is located in Salford, the third highest borough in terms of the disadvantaged GCSE grade gap (English and Maths) . We serve a diverse catchment area where extreme deprivation is juxtaposed with extreme wealth. This creates unique challenges. We are therefore committed to ensuring that every member of our school is supported, feels like a valued member of the school community and is able to make the very best progress.

We aim to provide all of our Pupil Premium students with the opportunities to help them succeed in life, from academic competencies to cultural capital and life experiences. We understand that, for many of our students, there are challenges facing them and we will work to remove those challenges by providing equality of opportunity. We will work tirelessly to ensure that our disadvantaged students have the same opportunities as their non-disadvantaged peers so that a lack of experience and opportunity does not limit their perception of what is possible.

“...disadvantaged pupils do not lack talent or ability to make significant contributions to our society. But they sometimes lack opportunity” (*Addressing educational disadvantage in schools and college, Marc Rowland.*)

We will forge strong relationships built on care to support our pupils and their families. We will help pupils to be in lessons and ready to learn and ensure their learning is not inhibited by issues outside of their control. We will direct additional support to behaviour management strategies where appropriate and support for families where attendance is a concern.

The Academy Governing Council are determined that leaders secure the best possible provision and outcomes for disadvantaged pupils and that the achievement gap narrows over time.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Ensure high quality teaching and learning for all, all of the time:</u> The quality of teaching and learning is our key driver in ensuring positive outcomes for Pupil Premium students. We will ensure that all pupils are included in and expected to achieve success in challenging classrooms. Our data indicates that this is still not the case.</p>
2	<p><u>Develop pupil efficacy:</u> We recognise that not all of our students have the metacognitive and cognitive strategies needed to support challenging learning. We will support pupils to manage their own approach to learning and offer support to help them develop their self efficacy in terms of cognitive, social and interpersonal and emotional competencies.</p>
3	<p><u>Develop pupil ability to manage and self regulate behaviour:</u> Pupil premium students remain over represented in the sanction figures (2022 - 2023)</p> <ul style="list-style-type: none"> ● 43.9% of all suspensions ● 85.7% of PEX ● 45% of Reset placements <p>We recognise that the emotional regulation and resilience of many of our PP students needs to be strengthened. We will support all pupils by offering additional interventions to help pupils understand and regulate behaviour patterns.</p>
4	<p><u>Ensure high attendance for all:</u> Attendance for PP students post pandemic remains a key challenge.</p> <p>Attendance data 2022 - 2023</p> <ul style="list-style-type: none"> ● All: 88.9 (National 90.8%) PP 83.9 (National 85.5%) ● PA: All 36.4 (National 27%) PP 34.56 <p>We will work with pupils and their families to remove any challenges that may prevent them from attending school and will work to develop positive home school relationships. We will tackle this challenge at both a whole school and individual family level bespoke to the familial needs.</p>
5	<p><u>Develop parental engagement:</u> Greater parental aspirations impact significantly on pupil engagement and attainment. parental engagement for PP families remains lower than their non PP peers exemplified via Parents' evening attendance figures</p> <ul style="list-style-type: none"> ● Non PP Average attendance 47.7% ● PP 29.9%. <p>We will work closely with our families to build strong relationships based on trust, to work collaboratively in the best interest of the child and to enhance our parental engagement.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.


Intended outcome	Success criteria
<p>There is a collective drive to ensure high expectations via high quality teaching and learning for all. We will ensure a high challenge and a culture of positive pressure to ensure engagement as opposed to compliance.</p>	<p>PP students achieve a P8 score of at least 0. The gap between PP and non PP is reduced and does not accelerate over the course of secondary education.</p> <p>There is a school wide understanding that disadvantaged pupils can achieve as well as their advantaged peers and a collective drive to ensure this outcome.</p> <p>In the classroom, compliance is challenged, maximum engagement and active learning is the norm.</p> <p>The above will be evidenced via:</p> <ul style="list-style-type: none"> ● PP learning walks ● Book scrutinies ● Pupil voice ● Year group focus fortnights ● Data analysis ● Academic mentoring
<p>Pupils develop self efficacy and self regulation.</p>	<p>PP students develop self efficacy and their personal locus of control contributing to increased levels of attainment.</p> <p>This will take place via:</p> <ul style="list-style-type: none"> ● year group assemblies ● teacher modelling ● individual / small group support ● academic mentoring ● behaviour data
<p>PP students are not overly represented in the behaviour figures.</p> <p>We aim to address the root cause of behaviour concerns as opposed to just the symptoms it presents in school.</p>	<p>The percentage of PP students in the sanctions and exclusions data is representative of the cohort.</p> <p>PP students are supported to develop the skills needed to regulate their behaviour, support is tracked and impact evaluated.</p> <p>Pupils feel a part of the school community</p> <p>This will be evidenced via:</p> <ul style="list-style-type: none"> ● behaviour data ● suspensions data ● pupil voice ● interventions tracking evidence
<p>PP attendance and PA is in line with that of their non PP peers</p>	<p>The gap in attendance figures is, at least, in line with national figures.</p> <p>Where individual attendance is lower than national figures, we are able to see progress</p>


	against a pupil's starting points and work to address the root cause of the attendance concerns.
Parental engagement is enhanced for the PP cohort and our families are able to build positive relationships with staff.	Parents of PP students are more willing to engage in school and this is reflected in the Progress Review Evening attendance data where the existing gap is eliminated. This will be evidenced via: <ul style="list-style-type: none">● Parental review evening attendance data● Follow up calls and identification of barriers● Coffee morning engagement data● Wider school events attendance

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		£ £275,000
Activity	Evidence that supports this approach	Challenge number(s) addressed
P8 of Pupil Premium students is at least 0.	<p>"The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils"Moving Forward, Making a Difference</p>	1
<p>Staff are challenged to ensure that PP students are seated appropriately, challenged and supported with appropriate scaffolding in their classrooms. They are challenged to look beyond compliance as a proxy for learning.</p> <p>The average gap on entry across Y7-11 currently is 2.82 points. The gap is most pronounced in Y11 (Class of 24) at 4.39</p> <p> Whole School KS2 Data [22/23]</p>	<p>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."</p> <p>The EEF Guide to the Pupil Premium</p> <p>Moving Forward, Making a Difference</p>	1
<p>PP learning walks take place with the middle leader as part of the Focus Fortnight to ensure that all staff are prioritising the progress of PP and that PP students are actively engaged in the learning . Observations of PP learning and behaviour will inform next steps and will ensure that, in the case of unconscious bias, it is immediately addressed.</p>	<p>"Use classroom observations of learning behaviours to inform teaching and intervention" (<i>Addressing educational disadvantage in schools and colleges, Marc Rowland.</i>)</p>	1
<p>QA systems ensure high quality teaching is consistent across all subjects and all year groups</p> <ul style="list-style-type: none"> Consistent quality assurance at middle and 	<p>... they found that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers compared</p>	1

<p>senior leader level via regular visits to lessons</p> <ul style="list-style-type: none"> Fortnightly line management meetings focused on Academy priorities. Year group focus fortnights allow for triangulation of data and a holistic view of PP progress Regular SLT drop ins to ensure a consistent focus on key academy priorities 	<p>with 0.5 years with poorly performing teachers " (<i>Reaching the unseen children, Jean Gross</i>)</p>	
<ul style="list-style-type: none"> Explicit guidance materials to support the teaching and learning of students with greater/bespoke needs in order to facilitate success for all pupils in the classroom. Communicated via pupil Individual Learning Plans 	<p>"..no excuses policies should never let us off the hook of taking time to listen to pupils, to find out whether there might be a reason for not applying a sanction in a particular case.." (<i>Reaching the Unseen Children, Jean Gross</i>)</p>	
<ul style="list-style-type: none"> The Show You Care bulletin shared with staff weekly via staff briefing to shine a light on pupils who need additional support due to personal circumstances 	<p>"..if children and young people have consistent experiences of being safe, healthy and active, nurtured, achieving, respected, responsible and included then they will develop the skills and brain systems that provide resilience to stressors" (<i>Addressing educational disadvantage in schools and colleges, Marc Rowland.</i>)</p>	
<p>Diagnostic assessment is used at class, subject and year group level.</p> <p>Triangulation of the data allows for a holistic view of the year group and specifically PP progress</p>	<p>"When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups" (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p>	1
<p>Quality feedback in all curriculum ensures that pupils know how to progress.</p> <p>The expectation is that there will be some element of feedback in every lesson.</p>		1
<p>Quality, bespoke CPD</p> <p>CPD will include:</p> <ul style="list-style-type: none"> Instructional coaching Breakfast bites Weekly staff T&L briefings 	<p>"Effective professional development is vital to support, develop and sustain high quality teaching" (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p>	1

<ul style="list-style-type: none"> Twilight sessions focused on developmental areas for PP 		
<p>Focused curriculum with clear schema evident to all stakeholders.</p> <p>The curriculum is carefully designed to meet the needs of pupils including SEND and PP.</p> <p>Power Concepts</p> <p>Curriculum Overviews</p> <p>Learning Journeys</p> <p>Principles and Practices</p> <p>.</p>		
<p>There is a high level of challenge supported by carefully scaffolded support materials.</p> <p>Staff use the concept of “positive pressure” to facilitate pupil learning.</p>	<p>“Students are not going to develop and improve resilience unless we expose them to high level thinking” <i>Addressing educational disadvantage in Surrey Secondary Schools: From mitigation to success, Marc Rowland</i></p>	<p>1/2</p>

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

Budgeted cost £ £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with The National Tuition Program to support pupil learning.</p> <p>Analysis of impact data 2022 - 2023 has highlighted School Led Tuition to have the most significant impact. This will form the key element of the NTP with additional support from tuition partners; My Tutor.</p> <p>School Led tuition offered via a 15 week programme exclusively to PP students as this strand allows engagement with a familiar member of staff.</p>	<p>One to one tuition High impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +5</p> <hr/> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +4</p> <p>“Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact” (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p>	1
<p>To develop levels of literacy facilitating full engagement with the subject curriculum</p> <ul style="list-style-type: none"> Promote the enjoyment of reading across the school and create a positive reading culture To embed strategies for supporting and scaffolding reading and writing across the curriculum To demonstrate ‘disciplinary literacy’ across the 	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +6</p> <p>Phonics High impact for very low cost based on very extensive evidence</p> <p>£ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +5</p> <p>Peer tutoring High impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +5</p> <p>“In secondary school, every teacher can improve children’s reading and writing skills by teaching the core vocabulary for their subject. This is a key element of disciplinary literacy.” (<i>Reaching the Unseen Children, Jean Gross</i>)</p>	1

curriculum and to provide targeted vocabulary instruction in every subject

- To embed and monitor the teaching of tier 2 and tier 3 vocabulary.

Literacy and Numeracy Catch up Programme

- To extend high quality Catch-Up Literacy Intervention for struggling readers identified through reading age tests
- **W** Numeracy Strategy ... Catch-up numeracy support delivered to those with a SATS score of less than 100.
- Departmental support to embed numeracy across the curriculum using common strategies and terminology

Peer tutoring <small>High impact for very low cost based on extensive evidence</small>	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5
Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small>	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6
Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small>	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4

"In secondary school, vocabulary at age 13 strongly predicts both English and maths at GCSE - in English Literature and maths, vocabulary is a better predictor of success than pupils' socio economic background. "
(Spencer et al., 2017)

1

Individual Learning Plans for PP students, progress driven waves of completion

- Focus on support strategies for PP students and contextual information to facilitate the removal of personal challenges to learning.
- Dissemination by the year group Progress Leader in staff PP briefing and regular staff updates

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Revision, retention and metacognition

Pupils are supported to

- regulate their own learning via metacognition focus in assemblies and personalised support programmes
- develop their revision "toolkit" following revision focus in assemblies.
- access additional learning opportunities via additional revision and intervention sessions

School Planning Guide

Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence</small>	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+7
Extending school time <small>Moderate impact for moderate cost based on limited evidence</small>	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+3



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- access additional Core revision during Personal Development time
- access holiday revision sessions
- attend pre mock / GCSE masterclasses

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

Budgeted cost

£109,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop pupil efficacy:</p> <ul style="list-style-type: none"> • Metacognition and revision strategy (as above) • Introduction of bullet journals at KS3 to encourage self reflection and develop organisation skills, • Provide clear rules and boundaries to develop a no excuses culture • Support the no excuses culture with personalised support based on individual pupil need. • Focus on positive calls home for effort and progress rather than attainment - minimum expectation from staff • Ensure a high level of challenge ensures that praise is deserved and does not inadvertently perpetuate low expectations 	<p>Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence</small></p>  <p>“Disadvantaged children are more at risk of low self efficacy than their more advantaged peers...if you grow up in a family where adults did not do well at school, that will affect your own view of education and your belief in your ability to make progress through your own efforts” (<i>Reaching the Unseen Children, Jean Gross</i>)</p> <p>“Some teenagers, often boys, will deliberately not try hard so that they can attribute any lack of failure to lack of effort rather than lack of ability” (<i>Reaching the Unseen Children, Jean Gross</i>)</p> <p>“..disadvantaged learners are more susceptible to the detrimental effects of reduced expectations than their more affluent peers” (<i>Hinnant et al., 2009</i>)</p>	<p>2</p>
<p>Develop pupils’ ability to self regulate their behaviour</p> <ul style="list-style-type: none"> • Appointment of an Associate Assistant principal with a focus on behaviour intervention strategies • Behaviour intervention programmes: For example: • Y9 CrossFit programme 	<p>Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence</small></p>  <p>“Wider strategies support positive learning behaviours that enable schools to remove non academic barriers to attainment and get pupils’ learning back on track” (<i>Moving forwards, making a difference: A planning guide for schools 2022 - 2023</i>)</p>	<p>3</p>

- Y7/8 Jamie's Farm
- Y10 University
- CEIG related trips and visits
- Disseminate and track implementation of a "menu" of support options to ensure that pupils are receiving the necessary support to regulate their behaviours
- Reward the positive drive - staff to make 3 positive calls / postcards home per half term as a minimum celebrating academic or behavioural progress in order to improve the praise to reprimand ratio.
- Use of the Inclusion centre to provide specialised support to pupils most in need
- Breakfast club runs every morning from 8am with the most vulnerable encouraged to attend and all PP students receiving free breakfast.

"The disadvantage gap in conduct problems is evident as early as age three" (*Reaching the Unseen Children, Jean Gross*)

"...children from the lowest income families ..now four times more likely to have mental health problems than those from the highest earning backgrounds" (*Reaching the Unseen Children, Jean Gross*)

"Increasing the amount of praise given for positive behaviour, on the other hand, has been consistently found to be effective" (*Reaching the Unseen Children, Jean Gross*)

"Students from poorer backgrounds, or who receive less attention in the home, are more likely to come to school hungry. Hunger is a major barrier to engaging effectively in a lesson." (*Narrowing the attainment gap, Daniel Sobel*)

Attendance focus to improve rates of attendance and reduce PA figures for PP students.

- Attendance team expanded to develop capacity
- Breakfast club (as above)
- No PP student will be excluded for more than 2 days. Any remaining time will be served in our internal provision
- Phone call home on the final day of exclusions to ensure the pupil is ready to return to school and no barriers prevent their return
- Academic reintegration meeting for students on their return to the classroom in order to identify missing core knowledge and skills .
- Appointment of an additional Progress leader with a focus on attendance and persistent absence in Y11.
- Simplified language in parental communications

PASS Interventions:

Good attendance results in better academic achievement (*Strickland, 1998 ; Lukkarinen et al., 2016; Oghuvbu, 2017; Dey, 2018*)

"..the strongest association with Progress 8 outcomes was absence from school " (*Reaching the Unseen Children, Jean Gross*)

[Improving School Attendance](#)

https://drive.google.com/file/d/1TnoHAYEzyV_22kvuaCAevLk3I78CALC-/view

Persistent absence and support for disadvantaged pupils

Seventh Report of Session 2022-23

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- Half termly, personalised messages to parents correlating attendance percentage with days missed

Drive to improve attendance and attainment via increase parental engagement

- Attendance at the local food bank to support families with uniform and food vouchers, once per half term
- Year group coffee mornings at KS3, displaying work and offering refreshments, invitations focused on behaviour and attendance needs.
- Support families to ensure their basic needs are met, uniform support, trips and visits support, food vouchers

Parental engagement

Moderate impact for very low cost based on extensive evidence



“John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years of learning over a pupil’s school career” (*Reaching the Unseen Children, Jean Gross*)

“When parents did not do well at school themselves, their children’s school can be a scary place (*Campbell, 2011*)

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Develop cultural capital opportunities to enrich the lives and experiences of PP students and develop a positive academic self concept.

- Jamie’s Farm: SEL focus
- Uniservify: Academic support and wider enrichment opportunities
- Funded music lessons
- Equal access to clubs and trips
- Summer school access

All trips offer equal, subsidised opportunity to disadvantaged pupils.

“Low income children do not get the outside enrichment opportunities their peers have, such as music, dance, art or sports lessons and trips to museums, historical sites and other places.” (Narrowing the Attainment Gap, Daniel Sobel.)

Social and emotional learning

Moderate impact for very low cost based on very limited evidence



Summer schools

Moderate impact for moderate cost based on limited evidence



Arts participation

Moderate impact for very low cost based on moderate evidence



Maintain a hardship fund that will enable full access to all areas for school life for PP students. This will include but will not be limited to uniform, academic resources, access to trips and visits

Total budgeted cost

Total budgeted cost

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.

Pupil premium strategy outcomes

Outcomes 2023 P8

	2019	2022	2023 (PRJ)
All pupils	-0.73	-0.29	-0.56
PP	-1.28	-0.81	-1.33
NPP	-0.56	-0.08	-0.26

Summer 2022 outcomes showed PP students making the same amount of progress as NPP students between 2019 and 2022. However, summer 2023 GCSE results saw a decline. This was impacted significantly by a cohort of PP students who were either on AP, school refusers or accessed an alternate curriculum via our onsite AP provision The Link. Looking forward to 2024 the number of PP students not accessing the main curriculum is reduced and those in The Link are studying a suite of 7 qualifications which will increase to 8 academic year 23-24.

KS3 Summer Data

	All pupils		NPP		PP		Gap PP / NPP	
	Av diff to target grade	% on or above target	Ave diff to target grade	% on or above target	Av diff to target grade	% on or above target	Ave diff to target grade	% on or above target
Y7	0.2	66.7	0.3	69.1	0.0	62.3	-0.3	6.8
Y8	0.0	62	0.1	65.7	-0.4	53	-0.5	12.7
Y9	0.2	63.8	0.3	66.0	-0.1	59.6	-0.4	6.4

There is a NPP / PP gap on entry to Coop Academy Walkden which is, on average, 2.82 points. At KS3, Y8 has the most significant NPP / PP gap which is reflected in the summer data. However, the gap between PP and NPP is largely static over KS3. This reinforces the need for additional focus and drive at KS4.

Data Analysis - All year groups

Forensic analysis of data to inform next steps takes place at all levels

All Middle leaders are provided with comprehensive Data Packs which allow them to interrogate the data and assess their progress against key Academy priorities. Analysis is then

discussed in line management meetings and key actions identified. Actions are revisited at the next data capture to ascertain impact

[Data Packs 22/23](#)

☰ KS4 Maths Data Analysis Y11 Autumn 2022/23

This then informs practice in the classroom and allows staff to identify students who need additional support. A firm emphasis is placed on PP students at all points to focus support and interventions for these pupils.

In Y11 work has taken place to correlate the NPP / PP gap to the number of grades needed to eliminate the gap in each subject. Individual middle leader - class teacher discussions took place for every year 11 class and focused on strategies to engage and challenge PP students.

📊 Gap Closure- Analysis

Subject line management is focused and determined by Academy priorities. All meetings are minuted with clear actions points to ensure a consistent drive and focus on priorities. PP is a key discussion point particularly when data analysis can drive next steps.

Teaching total spend:

National Tuition Program

📊 Interventions Impact 22-23

All three strands of the NTP are running effectively. Approximately 200 pupils across predominantly Y10 and Y11 have accessed one or more elements of the tuition. PP students are prioritised for all elements of the tuition irrespective of the relaxing of the PP requirements. This is being changed 2023 - 2024; PP students will access School Led tuition as they work best with a known and trusted adult with NPP students accessing the Tuition Partners strand via My Tutor

Literacy

☰ Literacy Development plan 2022-2024

Reading age data is now displayed on class charts to enable all staff to access this quickly. Staff CPD has developed understanding of how to support pupils with low reading ages in the classroom and will continue to be a focus moving forward.

Targeted Academic Support Total Spend:

Progress Leaders

This role has developed significantly.

Key features include:

- Formal data analysis following data collections and actions
- Academic re-integrations following any suspension of 2+ days - pupils are able to highlight any barriers to re-engagements with lessons and identify any missed work enabling a smooth return to lessons.
- Academic mentoring of identified pupils
- Lesson drop ins
- Overseeing set movements to ensure no PP student is under challenged
- Monitoring academic progress of pupils
- Liaising with HoD in the case of identified concerns

Progress Leader Improvement Plan 2022 - 2023

The creation of an additional support role in Y11 has enabled additional resources to be directed to those pupils identified as Persistently Absent.

Enrichment Opportunities

All pupils have had a wide range of over 40 additional opportunities both in school time and after school. These include:

- PETXi
- Period 6 Revision Programme
- Form Time revision programme in Y10 and Y11
- Provision of a quiet revision space post school
- Masterclass provision prior to GCSE examinations

Masterclass Sessions 2023

- Combined Cadet Force- Accessed by students in years 8 and above
- Dance Club- Accessed by students in years 7-9
- KS3 PE Lunch- Sports change cyclically
- KS4 PE Lunch- Sports change cyclically
- Drum lessons- available on a Wednesday
- Guitar Lesson-available on a Monday
- KS3 Art Club
- KS3 Choir
- KS3 Homework support
- KS3 Pride Club
- KS3 lunchtime fitness club- Accessed by students years 7-9
- MAPAS Theatre workshops
- Young Enterprise (Year 10 students)
- Little Shop of Horrors- Theatre production and rehearsals
- Piano/Singing/String lessons.
- School Band
- STEM club
- Steel Pans
- Woodwind lessons.
- Mindfulness colouring club
- Library - numerous workshops are available and growing.
- Ethics Film Club
- Maths Homework club
- Sociology club
- Rock School
- Self Defence
- Bike Repair Club
- Ukulele Group
- Skills Club- Primarily SEND students with ZLE
- Peer Mentor Football
- Basketball
- Fitness sessions.
- Boys football
- Girls football

- Netball
- Nutrition & Training (KS4)
- Rugby (KS3 & KS4)
- Frisbee
- Athletics
- Boxing
- Girls Boxing
- Gardening Club

Representation of PP students exceeds the school percentage at KS3. We would like to develop this further at KS4.

Year	% Male	% Female	% PP	% SEN
Year 7	55%	45%	35%	18%
Year 8	48%	52%	30%	17%
Year 9	58%	42%	35%	19%
Year 10	51%	49%	25%	17%
Year 11	69%	31%	19%	10%

Jamie's Farm

Two groups of students have benefited from the support offered through Jamie's Farm this academic year.

- 5 day residential at Jamie's Farm Monmouth: Nurture and social engagement focus
- 6 week day course at Jamie's Farm Skipton: behaviour support focus

† Jamie's Farm Reset Log

Access to the Reset provision was used as a benchmark for pupils' behaviour. 63% of pupils accessed the provision less over the 6 weeks intervention period in comparison with the 6 weeks prior to the intervention. Instances of Reset access reduced from a total of 38 in the 6 weeks prior to the intervention to 15 instances during the 6 week support.

Universify Education

3 pupils took part in the Universify Education course. They received monthly mentoring, a week long summer residential and a 3 day Easter revision weekend. The average P8 for these pupils was +0.79

Parental Engagement

Progress review evening data highlighted that the attendance of PP families was lower than that of our non PP families. We have focused on developing links with our families and the local community and offer a range of support to them.

- Uniform Support
- Attendance at the local food bank supporting with food vouchers and uniform
- Prom Shop - a range of dresses and suits available at no cost to allow all of our pupils to attend Prom
- Christmas presents distributed to those who may not receive a gift
- Minibus support for students struggling to attend school
- Positive calls home: approximately 40% of all calls home are made to PP families.

We also launched our Year group coffee mornings. An identified group of pupils with progress and/or attendance concerns wrote to their parents inviting them in for a coffee morning. They served their parents / guardians coffee and cake and showed them subject work they were proud of. This was a very positive and successful strategy with high levels of PP parental engagement.

	Y7	Y8	Y9
Coffee Morning attendance	73%	68%	73%
Y7 Progress Review evening	27%	57%	27%
Y8 Progress Review evening		24%	33%

The success of the Coffee Morning did not positively impact on the attendance of these families at progress review evening. It did, however, highlight that attendance to school events is not a barrier. Further investigation as to the barrier to Progress Review evenings will take place this academic year.

☰ Parents Evening Attendance

Progress review evening data shows a full cohort average attendance of 47.7% and PP attendance of 29.9%. Due to concerns around the low attendance of our Y11 cohort, calls were made to families who had not made appointments and bookings increased to 64.31%. Interestingly, these did not convert to attendance with 52.63 attending.

Total Expenditure: £424,119

Externally provided programmes

Programme	Provider
My Tutor	https://www.mytutor.co.uk/schools/login/
PETxl	https://www.pet-xi.co.uk/
Steplab	https://app.steplab.co/home
Tassomai	https://www.tassomai.com/
Language Nut	https://www.languagenut.com/en-gb/

Service pupil premium funding (optional)

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

Further information (optional)

Further information