

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2022 -2025		
CURRENT PUPIL INFORMATION (2022-2023)			
Total number of pupils:	919	Total pupil premium budget:	£187,372
Number of pupils eligible for pupil premium:	187	Avg amount of pupil premium received per child:	£1001.98

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
FSM	137	73.2%
Ever 6	50	26.8%
LAC	11	5.8%
Post LAC	14	7.4%
Service	4	2.1%

Assessment data

CURRENT ATTAINMENT							
	Pupils eligible for PP		Pupils not eligible for PP		Data from previous 3 years		
	School average	National Average	School average	National Average	2019	2019	2022
Progress 8 score average	-0.49	-0.55	0.26	0.13	-0.22	-0.55	-0.49
Attainment 8 score average	37.69	34.9	47.92	50.2	34.64	36.47	37.69

OTHER DATA	
Attendance data	Our overall school attendance in the 2022-2023 academic year was 91.4% which was well below the aim for the school of 96%. Within this the attendance of PP students was 87.8%. Both of these were improvements on the previous year but this is clearly an area of concern as we help students to recover from the school closures in the pandemic.
Behaviour data	As a school our number of suspensions has risen over the past couple of years and a factor within that has the behaviour, and school readiness of some of the PP students. Over 40% of all of the suspensions issued by the school last year were to students from a disadvantaged background.
Safeguarding referrals	There remains a high number of safeguarding concerns with the school. Many of the more significant needs are with students who qualify for the Pupil Premium payment. We have also seen a rise in mental health issues, again this is something which is adversely affecting students from a disadvantaged background.
Rise in numbers of FSM students	We have seen a near doubling of the number of FSM students in the school over the past three years. We now have 132 students who are in receipt of FSM – this is something that has coincided with an increase in requests for support from parents for extracurricular items such as uniform and trips.

LONG-TERM PLAN (3 YEAR TIMESCALE):

Our strategy for use of pupil premium funding recognises the importance of quality teaching and learning alongside outstanding pastoral support to raise achievement and engagement in learning. It seeks to respond to challenges that are faced by students in our school from a disadvantaged background and will consider what the data outlined above indicates. With this in mind, we adopt a multi-strand approach to secure positive outcomes for all our students including those deemed disadvantaged.

This strategy has been developed in line with the advice and recommendations given by the DFE and the EEF in their “Menu of Approaches”. Therefore, the three areas that this three-year strategy will focus upon are:

1. High Quality Teaching – this will have the express aim of ensuring that the teaching that is received by all of our disadvantaged students remains of the highest quality, that staff are aware of evidence-based approaches and will deploy them to support their progress. The success of these strategies will be judged by the raising of the P8 scores for PP students.
2. Targeted Academic Support – this will have the aim of ensuring that all PP students are supported in their learning when gaps appear, and that PP students will be supported to make sure that they reach destinations which are aspirational and appropriate for them. The success of these strategies will be judged by the destination data for PP students.
3. Wider Strategies – these strategies will have the aim to secure high quality support for PP students so that they have their wider needs met whilst at school. It will focus on attendance, alternative provision (particularly to aid PP students with attendance or behavioural issues) and emotional wellbeing. The success of these strategies will be judged by an improvement in the attendance of PP students and a reduction in the number of PP students who are suspended or permanently excluded.

PRIORITY 1: HIGH QUALITY TEACHING

Member of staff responsible: Mr. Hurley and Ms. Brown

Rationale: EEF Evidence brief states “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged students”.

Objectives	Menu of Approach and Evidence Base	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To ensure high quality teaching for all PP students within the core curriculum.	<p>Recruitment and retention of teaching staff</p> <p>EEF reports that “Investing in additional recruitment strategies, or boosting retention may be practical approaches selected by school leaders”</p>	<ul style="list-style-type: none"> Recruitment and retention of key staff in core subjects. Scope for extra small group intervention within English and Maths 	<p>Mr. Hurley</p> <p>Mr. Staines</p> <p>Mr. Barnett</p>	August 2024	Finance for the recruitment and retention of staff in key areas.	Constant monitoring of staffing levels in core subjects to ensure specialised teaching.	<p>Staffing in place to deliver in lesson support.</p> <p>Increase in P8 figure for PP students in English and Maths.</p>

<p>2. To provide oversight of the PP agenda, supported by key stakeholders from within the staff.</p>	<p>Other resources focused on supporting high quality teaching and learning.</p> <p>John Dunford (Former National Pupil Premium Champion) notes that “Evaluating the effectiveness of interventions and make adjustments as necessary” is vital in effectively supporting PP students.</p>	<ul style="list-style-type: none"> • SLT member to have oversight of PP throughout the three-year plan. • Named governors informed and invested in the PP agenda. • PP Team established to monitor provision for and progress of PP students 	<p>Mr. Hurley Ms. Brown Mr. McCabe</p>	<p>Regular meetings of key staff and governors to happen throughout the Three-Year Plan</p>	<p>Finance to support the appointment of PP Team</p>	<p>Key Leaders to meet each half term to discuss progress of students and implementation of the policy.</p> <p>Regular monitoring meetings from named Governors</p>	<p>All key leaders to be in post and making discernable contributions to raising the achievement of PP students.</p> <p>Careful tracking of PP students progress.</p> <p>Successful completion of PP three-year strategy</p>
<p>3. To ensure that quality and informed teaching aids the progress of PP students</p>	<p>Professional development on evidence-based approaches.</p> <p>EEF studies show that effect use of strategies such as feedback and metacognition can have a profound effect upon progress.</p>	<ul style="list-style-type: none"> • All staff to receive regular updates and training about the performance of PP students. • PP to be an integral part of the subject review process. 	<p>Mr. Hurley Mr. Henry Ms. Brown Mr. Barnett</p>	<p>August 2024</p>	<p>Finance to support CPD courses</p>	<p>Subject leader and whole staff briefing sessions.</p> <p>Update on PP progress with DOL's</p>	<p>Improvement of PP student performance in every subject area, leading to overall improvement of P8 score.</p>

PRIORITY AREA 2: TARGETED ACADEMIC SUPPORT

Member of staff responsible: Mr. Hurley and Mr. Dell

Rationale: EEF Evidence brief states “Pupils may require targeted support to development, literacy or numeracy. Interventions should be carefully linked to classroom teaching”

Objectives	Menu of Approach and Evidence Base	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To establish clear literacy, oracy and numeracy strategies with discreet focus on disadvantaged students.	<p>Interventions to support language development, literacy and numeracy.</p> <p>EEF evidence states that reading comprehension strategies and oral language interventions have very high impact based on extensive studies.</p>	<ul style="list-style-type: none"> Establishment of key strategies with focus on PP students which will be reviewed regularly. Assessment of the progress of PP students within these strategies. 	<p>Mr. Hurley</p> <p>Mr. Hegarty</p> <p>Mrs. Amos</p>	August 2024	Funding to support the work of Numeracy and Literacy coordinators	<p>Numeracy and Literacy Co-Ordinator’s in place</p> <p>Strategies written with focus on PP</p> <p>Evaluation of impact on PP students.</p>	Increased levels of literacy and numeracy for targeted PP students.

<p>2. To have programmes of one to one and small group tuition in place to support PP students</p>	<p>One to One and small group tuition</p> <p>EEF evidence states that both one to one and small group tuition can have moderate impact for moderate cost</p>	<ul style="list-style-type: none"> Continued use of Jayne Barratt to deliver tuition to disadvantaged students. Clear programmes of targeted intervention in Core Subjects at both Key Stage Three and Four established. Fund to aim limited tuition in option subjects at Key Stage Four. 	<p>Mr. Hurley Ms. Brown Mr. McCabe</p>	<p>August 2025</p>	<p>Funding to retain Jayne Barratt</p> <p>Separate secure funding for intervention and tuition programmes in Core and Options subjects.</p>	<p>Established and documented 1:1 and Small Group Tuition in place</p> <p>Core Intervention programme in Key Stage Four</p> <p>Core Intervention programme in Key Stage Three</p> <p>Extra tuition in option subjects to have been offered.</p>	<p>Positive P8 scores in individual subjects for students who have received this level of help on a sustained basis.</p>
<p>4. To monitor and mentor PP students with HPA so that they are aspirational about future choices.</p>	<p>Targeted academic support.</p> <p>EEF evidence states that mentoring can add up to two months progress in learning.</p>	<ul style="list-style-type: none"> Increased percentage of PP students involved in the EDGE programme. Identified cohort of PP students to receive mentoring and guidance in Key Stage Four. 	<p>Ms. Brown Mr. Kemish</p>	<p>August 2023</p>	<p>Time for Ms. Brown to organise these sessions.</p> <p>Training for other mentors that are used.</p>	<p>Data analysed and mentoring group chosen.</p> <p>Mentoring sessions run</p> <p>Impact on results analysed.</p>	<p>Positive P8 score for all PP HPA students.</p> <p>Destination data to show that all HPA PP students are on Level Three or equivalent courses.</p>

PRIORITY AREA 3: WIDER STRATEGIES

Member of staff responsible: Mr. Hurley and Mr. McCabe

Rationale: EEF Evidence brief states “Social and emotional skills support effective learning and are linked to positive outcomes later in life”

Objectives	Menu of Approach	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To improve the attendance of PP students and reduce the number of them that are considered to be persistently absent.	<p>Supporting Attendance</p> <p>OFSTED best practice states PP funding should be used to provide “well-targeted support to improve attendance, behaviour or links with families”</p>	<ul style="list-style-type: none"> Continued employment of attendance manager to monitor attendance of PP students and lead on interventions. Bespoke approach to PP attendance researched and implemented. Alternative Provision packages available to support PP students who are persistently absent. 	Mr. Hurley Mr. McCabe	July 2023	Finance for employment of attendance manager and intervention packages.	<p>Attendance Manager secured</p> <p>Regular checks on PP attendance established.</p> <p>Alternative Provision in place.</p>	<p>Year on year improvement in attendance of PP students</p> <p>Reduction in number of PP students who are classed as persistently absent.</p>
2. To establish a personalised curriculum for Key Stage (KS) 4 pupils who are unlikely to be successful within the school curriculum or have become disengaged with school	<p>Supporting pupils’ social, emotional and behavioural needs.</p> <p>EEF evidence states that behavior interventions can have a positive impact on progress of up to four months.</p>	<ul style="list-style-type: none"> Full register of internal alternative provision established and impact analysed. External alternative provision providers formally visited. Bespoke packages of support in place for PP students at risk of PEX. Key person support in place for PP students that have become disengaged. 	Mr. Hurley Mr. McCabe Mrs. Pirie	January 2024	Finance needed to support the creation of alternative provision packages and to support the work of the Alternative Provision Manager.	<p>External providers visited and audited.</p> <p>Internal menu of Alternative Provision created and evaluated.</p> <p>Production of PSP’s to support PP students</p>	Reduction in the numbers of PP students who are placed in Inclusion, suspended or excluded.

<p>3. To improve disadvantaged pupils' mental health, emotional wellbeing and social skills.</p>	<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>EEF evidence states that Social and Emotional learning can aid progress by up to four months</p>	<ul style="list-style-type: none"> Specialised support in place for LAC students. In-house counselling and emotional support available for PP students if needed. Variety of interventions to be in place (for example Shine) to be offered as support for PP students. 	<p>Mr. Hurley Mrs. Pirie Directors of Learning.</p>	<p>July 2023</p>	<p>Finance to support the employment and work of LAC manager.</p> <p>Finance to support pastoral intervention programmes and counselling</p>	<p>LAC manager in place to work with LAC students</p> <p>Full list of pastoral interventions to be established.</p>	<p>Efficient handling of safeguarding concerns.</p> <p>Use of Warwick wellbeing to assess progress made with individuals.</p>
<p>4. To support disadvantaged students' engagement in school by supporting extracurricular activities</p>	<p>Extracurricular Activities.</p> <p>The EEF Evidence Brief says that "Extracurricular activities are an important part of education. These approaches may increase engagement in learning"</p>	<ul style="list-style-type: none"> Financial support to be offered on request for help with Uniform, accessing trips and visits and also supporting Music lessons. 	<p>Mr. McCabe</p>	<p>July 2023</p>	<p>Finance to support extracurricular activities</p>	<p>Request form in place for internal requests.</p>	<p>Increased engagement in school and extracurricular activities for PP students.</p>
<p>5. To improve the level and quality of communication with parents of disadvantaged students</p>	<p>Communicating with and supporting parents.</p> <p>The EEF evidence brief states that "Levels of parental engagement are consistently associated with improved academic outcomes"</p>	<ul style="list-style-type: none"> Communication with parents to be considered by SLT and changes made to this in line with research from Anna Freud. Careful tracking of parental attendance at Parent Teacher meetings. All changes evaluated. 	<p>Mrs. Pirie Mr. Keene Mr. Hurley</p>	<p>July 2024</p>	<p>Time to research parental communication.</p> <p>Finance to support bespoke ways of engaging PP parents.</p>	<p>Parental Communication policy and plan produced.</p>	<p>Increased parental engagement in Parents Evenings and other communications from the school.</p>

