

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Falinge Park High School
Number of pupils in school	1353 (Nov 2021)
Proportion (%) of pupil premium eligible pupils	40.5% 549 (Nov 2021)
Academic year/years that our current pupil premium strategy plan covers	2021-2024 ( 3 Year plan recommended)
Date this statement was published	September 2021 – Updated May 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Janice Allen (Head Teacher)
Pupil premium lead	Simon Ward (Deputy Headteacher)
Governor / Trustee lead	Paul Young (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£476,205
Recovery premium funding allocation this academic year	£34,906.66
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£511,111.66

## Part A: Pupil Premium Strategy Plan: Statement of intent

One of our key values and curriculum aims at Falinge Park High School is “Ensuring Equity” for all of our students. We understand that there is a difference between equity and equality and in order to ensure equality of opportunities we have to remove barriers generated by inequity.

This means that when we consider our strategy related to Pupil Premium funding we have to have a clear understanding that “disadvantage” is more than an indicator that links to financial hardship but is an encompassing term that manifests and impacts our students and wider community in different ways. The PP indicator on its own is often an inaccurate representation of students who may be disadvantaged therefore building relationship and a bank of available information is crucial in accessing our communities need.

The impact and the effect of disadvantage is generational and therefore cannot be easily fixed by superficial, short term means. It has to be considered and sustained in addressing both the mind set and barriers for the students and people in their lives. One thing is for sure is that “poverty constrains opportunities” for our students therefore our strategy addresses this idea so that all of our students have the same opportunities inside and outside the classroom as those who are not impacted by disadvantage.

Our strategy reflects the school's evidence based approach to dealing with challenges and school improvement. It has been influenced by some key ideas from the Joseph Rowntree foundation including:

- Impact of poverty on future health and life chances
- Poverty rates are different for different Ethnicity groups
- Austerity is about attitudes of others about disadvantage families as well as finances.
- People believe poverty is: factors beyond their control; only themselves to blame; inescapable condition of society and little hope in solving it.
- Recurrent poverty a key issue.

We also have to have a clear understanding of the individual needs of our students as well as the local and national context for our community. We know that there are areas of poverty and deprivation within our diverse community which have a varying impact on those students affected. For example in the State of the North report 2021 it identifies that in October 2021 Rochdale and Oldham had the lowest attendance rates in the country as a result of the pandemic

This is supported by the national picture that identifies the performance and poverty gap between the North and the South of England. With the North West being particularly highlighted in Marmot Report 2021 which identified that inequality in North West rose fastest in the UK. This is not a new idea with the Northern Power House strategy and now the Levelling Up Agenda both identifying this gap. For our communities and families it has only become more challenging in the aftermath of Covid and now the cost of living crisis. Through evidence of this nature it is clear that a contextualised approach to addressing disadvantage is needed for our students.

Our effective approach is based on the understanding identified above and the finding from the 2018 EPI report and EEF framework that suggest that a school's strategy should focus on the socio-economic disadvantage on learning. The four elements we have decided to focus on include:

- Relationships (behavioural interventions +4 months, mentoring +2months)
- Metacognition and self-regulated learning (+7months)
- SEMH
- Language development and comprehension (+6 months)

Therefore our ultimate objectives for our strategy are:

1. Improve literacy and vocab levels for disadvantage pupils
2. Improve the attendance of disadvantage pupils
3. Improve the quality of teaching, learning and assessment, continuing to invest and improve
4. Remove equity barriers to accessing the curriculum
5. Improve attainment outcomes for disadvantage pupils

As outlined at the start of our statement of intent our strategy looks to address equity gaps by providing the staff/expertise, resource or training to meet the desired objective for our students. We have a combination of targeted and whole school approaches which look to improve student performance in the key areas of attainment, attendance and engagement at school. All of our strategy links to our whole school objective of creating compelling learning which is built on the foundation of forming positive relationship between all stakeholders.

## Challenges

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

Challenge number	Detail of challenge																								
1	<p><b><u>Attendance</u></b> - Has been identified as a key factor which contributes to poor outcomes for students. National, local and in school data identifies that attendance proportions and persistently absent student proportion are more negatively affected by disadvantage.</p> <p><b><u>Local Context</u></b> - <i>State of the North Report 2021 identifies that in October 2021 Rochdale and Oldham had the lowest attendance rates in the country.</i></p> <p><b><u>In School 2020 – 2021 attendance data</u></b></p> <p>Whole School Overall Attendance: 91.3%</p> <p>PP students Attendance: 89.64%</p> <p>Non PP: 92.38%</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>94.69%</td> <td>90.44%</td> <td>91.66%</td> <td>90.68%</td> <td>89.11%</td> </tr> <tr> <td>PP</td> <td>93.42%</td> <td>88.11%</td> <td>91.7%</td> <td>90.09%</td> <td>85.01%</td> </tr> <tr> <td>Non PP</td> <td>95.51%</td> <td>92.01%</td> <td>91.64%</td> <td>91.06%</td> <td>91.79%</td> </tr> </tbody> </table> <p>Attendance figures have reduced nationally and within school since Covid. The Challenge faced in the variety of macro and individual factors that can lead to a reduction in attendance including those with increased prevalence since Covid. It is important</p>	Group	Year 7	Year 8	Year 9	Year 10	Year 11	Overall	94.69%	90.44%	91.66%	90.68%	89.11%	PP	93.42%	88.11%	91.7%	90.09%	85.01%	Non PP	95.51%	92.01%	91.64%	91.06%	91.79%
Group	Year 7	Year 8	Year 9	Year 10	Year 11																				
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PP	93.42%	88.11%	91.7%	90.09%	85.01%																				
Non PP	95.51%	92.01%	91.64%	91.06%	91.79%																				

whatever strategy is implemented does not impact on forming and developing relationships with students and parents as this forms a key strategy within this plan.

2

**Student and Parental Literacy levels**

- Gap on entry between the reading ages and vocab scores of PP and non PP students from Primary School
- Language fluency and vocab understanding of students including tier 2 and 3 vocab
- Staff explicitly using disciplinary literacy strategies in planning and teaching
- Learning gap in LIT levels more challenging since Covid
- New arrivals to the country including increasing number of unaccompanied children suffer trauma, lack of knowledge of the school system, have limited social networks and literacy levels
- A proportion of EAL students within the school have one or more parent with low literacy levels in English, with a number of our parents not literate within their own language
- Communication with home can be challenging due to varying literacy levels – the school has to take this into account when providing written communication with home

3

**Student and Parental Aspiration for Academic Progression**

Destination type	FSM Ever 6		FSM Ever 6	
	2020		2021	
	Y	N	Y	N
Apprenticeship	0	2 (1.3%)	1 (1.4%)	2 (1.4%)
Employment	0	2 (1.3%)	2 (2.8%)	1 (0.7%)
FE College	33 (41%)	46 (29%)	28 (38%)	53 (37%)
Sixth Form College	44 (55%)	104 (67%)	39 (53%)	84 (59%)
Unknown/NEET	3 (3.8%)	2 (1.3%)	3 (4.1%)	2 (0.9%)
Total	80 (33.8%)	156 (66%)	74 (34%)	143 (65.8%)

Fewer FSM ever 6 students by number and proportion of their cohort attend Sixth Form Colleges than non FSM ever 6 students in 2020 and 2021. Also the proportion of NEET students is higher for FSM ever 6 than non FSM ever 6 in both of these years (NB small sample size). Although numbers are smaller for FSM ever 6 students attending FE college when looking at the proportion of students for this cohort there are a great proportion of FSM ever 6 attending FE than non FSM ever 6.

This is further supported by the networks that students at Falinge are less likely to have and access to external career guidance away from the school.

4	<p><b><u>Access to devices and digital literacy of parents</u></b></p> <p>Over 500 chrome devices and approximately 60 dongles or routers were provided to students without internet connectivity to ensure they could access their curriculum during the Covid Pandemic. This highlighted a large proportion of our student population who were/are living in digital poverty. This barrier has wide reaching implications including accessing revision material and google classroom, completion of work and application to colleges.</p> <p>The challenge faced by the school is meeting the needs of these students at home moving forward from Covid while at the same time meeting the digital need for devices across the curriculum when on the school site.</p> <p>In addition to this is the use of digital communication systems and strategy with our parents who lack digital literacy making communication challenging.</p>
5	<p><b><u>Increase in proportion of safeguarding and behavioural concerns</u></b></p> <p>Including students who have experienced multiple ACEs and developmental trauma. These students are more likely nationally and within school to have safeguarding and behavioural concerns which may contribute to poor attendance, behavioural issues or academic performance. The number of concerns has significantly increased since Covid with the nature of the concerns being consistently more challenging, complex and time consuming for staff to deal with.</p>
6	<p><b><u>Material deprivation</u></b></p> <p>Basic items like nutritious food, uniform, equipment, books and a quiet place to work that promote cognitive stimulation and maintain standards of health, wellbeing and sense of worth vary across the school with varying poverty levels. These themselves may become barriers to access to the school and in turn affect attendance and academic performance</p>
7	<p><b><u>Transient staff population and expertise in T&amp;L&amp;A</u></b></p> <p>Although the school has a relatively stable staffing population there is always changes to staffing in and out of the school which in turn means that the expertise in the area of scaffolding learning for all students is constantly changing. The school has a commitment to professional learning and enhancing staff time in order to prepare for their teaching, learning and assessing students. The challenge faced by the school is maintaining this commitment and approach in times of austerity when there are numerous factors drawing on the overall school budget.</p>
8	<p><b><u>Students with additional needs including SEMH</u></b></p> <p>Those students who are pupil premium and have SEND have a greater level of disadvantage than other students across the school and will require specific support in order to meet their equity need. The schools approach to working with these students based on their need demonstrates a targeted and stepped approach to their support. For those students on High or Supplementary provision the school has identified that they are in need of additional support and an adapted curriculum to meet their need. The challenge that is faced is ensuring that the curriculum is broad and balanced while at the same time supporting the student in making academic progress and progress with their SEN.</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>1. <i>Literacy gap for our disadvantaged learners including international new arrivals, mobile students and those entering Falinge with a gap from primary school is reduced and where possible removed.</i></p>	<ul style="list-style-type: none"> <li>• Reduction of the gap in reading ages between PP and non PP Y7 students each year of the plan</li> <li>• Improvement in reading ages of international new arrivals</li> <li>• Bedrock reading demonstrates improved vocab scores for students engaging in package</li> <li>• Demonstration of INA improved language proficiency code from A to E</li> <li>• Reduction in the performance gap of PP and non PP students in GCSE English at 4+, 5+ and 7+ over the period of the plan</li> </ul>
<p>2. <i>Attendance and persistent absenteeism improves for disadvantage students through direct and indirect strategies. Including reducing the time spent out of school due to suspensions as a result of behavioural factors or SEMH.</i></p>	<ul style="list-style-type: none"> <li>• Whole school attendance including that of PP students increase over the period of the plan</li> <li>• Overall and year group attendance gap between PP and non PP student reduces over the period of the plan</li> <li>• Proportions of persistent absenteeism reduces over the period of the plan</li> <li>• Suspensions reduce for PP students over the period of the plan</li> <li>• Number of SEMH students suspended reduce for the period of the plan</li> </ul>
<p>3. <i>Quality of teaching, learning and assessment improves equipping staff with the time, resources and expertise to scaffolding learning for all students including those with additional needs . Also including the development of assessment to provide regular and timely information of student understanding and gaps.</i></p>	<ul style="list-style-type: none"> <li>• School maintains a staffing enhancement for staff related to curriculum/preparation time</li> <li>• Training continues to takes place on a Tuesday night for all staff around improving TL&amp;A</li> <li>• Faculty development time built into timetable for all teams to focus solely on TL&amp;A</li> <li>• Great teaching tool kit is used to form professional development targets</li> <li>• All staff engage in professional learning hub with a target based around improving their practice</li> <li>• Moderation and standardisation cycle produced for all subjects</li> <li>• Granular and expert assessments are embedded into SOL</li> <li>• Outcomes in end of year exams and GCSE exams show an improvement in the performance of PP students and reduction in the gap between years analysed</li> <li>• Develop and embed Additional Needs curriculum including monitoring/evaluation cycle for PP students identified within the High and Supplementary support</li> </ul>

	<ul style="list-style-type: none"> <li>• Boxhall profiles and other KPIs demonstrate improvements in the engagement, attitude and performance of students in additional needs</li> <li>• Investment of leadership time to focus on professional development</li> </ul>
<p>4. <i>Students are able to access school, cultural capital experiences, food including breakfast, ICT resources, and uniform/equipment</i></p>	<ul style="list-style-type: none"> <li>• Improved overall attendance of PP students (see above)</li> <li>• Students who require a device for learning at home have one in a timely fashion</li> <li>• Breakfast club continues to run and numbers remain buoyant</li> <li>• Where students require support with uniform, equipment or transport costs to access school these are provided by the PP funding</li> <li>• PP funding supports the cost of cultural capital experiences or trips where appropriate</li> </ul>
<p>5. <i>The performance gap between PP and non PP student reduces in key GCSE indicators and end of year assessments (over the 3 year plan)</i></p>	<ul style="list-style-type: none"> <li>• Achieve top quartile for P8 progress made by disadvantaged pupils amongst similar schools</li> <li>• Achieve attainment 8 in line with FFT 20 targets for all pupils including PP students</li> <li>• Achieve average English and maths 4+, 5+ and 7+ scores for similar schools for PP students</li> <li>• reduce gap between PP and non PP students in terms of P8, A8 and Eng/Ma combined measures</li> <li>• Outcomes in end of year exams and GCSE exams show an improvement in the performance of PP students and reduction in the gap between years analysed</li> </ul>

## 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: Proportions of staffing enhancement linked to PP funding £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff enhancement in terms of a reduction in contact time allocation takes place during the curriculum and timetable modelling and creation stage</i>	<i>CJ learning – strategic curriculum modelling conversations</i>	2, 5, 7
<i>Tuesday night professional development and HUBs based around staff engagement in the Great Teaching Tool Kit</i>	<i>TDT, SSAT and Evidence Based Educations all support ongoing professional development</i>  <i>EEF metacognition and self-regulation +7 months, high impact for very low cost based on extensive evidence</i>  <i>EEF mastery learning +5 months, High impact for very low cost based on limited evidence</i>	7
<i>Development and embedding of granular and expert assessments throughout all faculties in line with the 4 pillars of assessment.</i>	<i>Better assessment/diagnosis of need leads to better understanding and reframing of learning which in turn will improve outcomes for all</i>	7
<i>Development of moderation and standardisation cycle alongside subject leaders</i>	<i>Learning from the CAG and TAG process</i> <i>EPI 2018 report identifies that unconscious bias in marking can be attributed to the attainment gap</i>	7

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

Budgeted cost: **£ 268,440.92**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Annually renew Accelerated Reader and continuation of its use in Y7 Library lessons. Purchase and replace books where required in the library to support programme</i> <b>£5075</b>	<i>EEF – reading comprehension activities +6 Months - Very high impact for very low cost based on extensive evidence</i>  <i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of</i>	2

	<p>each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	
<p>Embed Guided reading and writing in 4 periods of Literacy lessons in Y7 – 10 classes each with 1 teacher and 3 HLTAs delivering small group intervention (separate rooms) – 3 LIT HLTAs funded through PP - <b>£92, 647.78</b></p>	<p>EEF – Oral language interventions +6 months – Very high impact for very low cost based on extensive evidence</p> <p>EEF – reading comprehension activities +6 Months - Very high impact for very low cost based on extensive evidence</p> <p>EEF – collaborative learning approaches +5 months very high impact for very low cost based on limited evidence</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2
<p>Buy-in and embed Bedrock Literacy within English lessons across KS3 to increase vocabulary and reading ages <b>(£10,609.70 per year)</b></p>	<p>Effective assessment tool required</p> <p>EEF – collaborative learning approaches +5 months very high impact for very low cost based on limited evidence</p> <p>EEF – Oral language interventions +6 months – Very high impact for very low cost based on extensive evidence</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2
<p>Buy-in and implement the use of Lexonix reading programme with EAL learners who have been identified to have entered below their chronological reading age <b>(£3,350 1<sup>st</sup> year and £1800 thereafter)</b></p>	<p>See previous</p>	2, 5
<p>Fund member of the EAL team to work specifically with INA students on improving LIT levels</p>	<p>EPI report 2018 identifies that for New arrivals to the country – mental health and trauma, knowledge of the school system, social networks</p>	2

<b>£22,808 with on-costs (3 days)</b>	<p>are causes of the attainment gap for students. Also</p> <p>Maternal schooling and education a factors including language differences are identified as barriers to success</p> <p>In our school there is an increasing number of unaccompanied children arriving</p>	
<p>Utilise 6 x trained coaches to work on academic mentoring with Y11 students to raise attainment and aspiration (funding of SSAT training previously paid for)</p> <p><b>£3750</b></p>	<p>EEF mentoring +2 Month – low impact for moderate cost based on moderate evidence</p>	3
<p>Funding for 3 HLTAs and a part time teaching member of staff to focus on supporting the implementation of the additional needs curriculum including Forest School <b>£95,674.44 + £34,212</b></p>	<p>EPI report 2018 identifies that there is some evidence that participation in mentoring, service learning, outdoor adventure and SEAL has benefit. Inversely a lack of out of classroom experiences has a detrimental impact. This has directly impacted on the plan for our additional needs provision in designing and implementing their curriculum offer</p> <p>EEF – outdoor adventure learning – unclear impact for moderate cost on insufficient evidence</p> <p>EEF – social and emotional learning +4 months – moderate impact for very low cost with limited evidence</p>	8
<p>Purchase and implementation of Functional English and Maths with Y10 and Y11 additional needs students in life skills <b>£341 – 12 x 2 x £14.2</b></p>	<p>For additional needs students who are at risk of leaving with limited qualifications in English and Maths this will ensure that all students leave with a qualification in these areas providing access to further study and raising aspiration related to next step</p>	2, 3 and 8

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

Budgeted cost: **£ 205023.81**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase annual licence and implement SOL attendance systems and procedures into the working practices of the school <b>£3025</b></p>	<p>EPI 2018 reports identifies that Movement between schools is a key factor in the attainment gap with pupils who are mobile in Y7-9 found to experience a depressed average of 20 points at GCSE; in Y10 it is 70 points</p> <p>Also More complex needs in schools in disadvantaged areas leads to high prevalence of school absence.</p>	1

	<i>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</i>	
<i>Train staff on the use of the SOL attendance data and their process in the implementation of the system</i>	<i>School adopts a methodical, sustainable approach to implementation and training meaning that a number of training sessions will be allocated to this to ensure staff are aware of the expectations, their role and how to use the system</i>	1
<i>Boxhall licence purchased and renewed annually. Use of Boxhall used in additional needs to establish key profile indicators to evaluate impact <b>£650</b></i>	<i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i>  <i><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></i>	5, 8
<i>Funding for 6 Behaviour mentors to be used in deployment across the school to support students in crisis or with particular issues including SEMH <b>£170,780.51</b></i>	<i>EPI 2018 reports identifies Community poverty in UK area disadvantage/deprivation been found to be independently associated with emotional and behavioural problems in young children.</i>  <i>EEF behavioural interventions +4 months moderate impact for low cost based on limited evidence</i>  <i>EEF mentoring +2 Month – low impact for moderate cost based on moderate evidence</i>	5
<i>Continuation of pupil premium funding application pot – Staff can apply for funding to address barriers related to uniform, equipment, transport and support in accessing cultural capital based experiences <b>£20,000</b></i>	<i>EPI 2018 reports identifies that material deprivation and a lack of educational visits and exposure to cultural capital are causes of educational gap in disadvantaged students</i>	1, 6
<i>Purchase and implement IRIS reach to develop digital literacy and communication with parents – Utilisation as part of the attendance process and also use of translation function to engage parents with limited understanding of English <b>£3000</b></i>	<i>EEF – Parental engagement +4 months – moderate impact for very low cost based on extensive evidence</i>	2, 4
<i>Continuation of system to lend out devices for those who have to isolate due to Covid and do not have a device. Strategic distribution of over 450 devices to those students who require them in advance of the Christmas holidays 2021 in case of further lockdown and to support access to a device for revision or completion of google classroom.</i>	<i>Children's commissioner report</i> <i><a href="https://www.childrenscommissioner.gov.uk/report/s/child-poverty/lockdown-poverty-and-the-disadvantage-gap/">https://www.childrenscommissioner.gov.uk/report/s/child-poverty/lockdown-poverty-and-the-disadvantage-gap/</a></i>  <i>Learning Hive</i> <i><a href="https://www.learninghive.co.uk/blog/digital-poverty-and-education-inequality">https://www.learninghive.co.uk/blog/digital-poverty-and-education-inequality</a></i>  <i>Identify digital poverty and divide as key factor in attainment gap for disadvantaged students</i>	4

<i>Breakfast club to run each morning to provide access to nutritional meal at the start of the day – accessible for all students – currently funded through charity/community partners no contribution required through PP funding 2021/22</i>	<i>Marmot 2021 report identifies services must focus on preventing problems such as homelessness, school exclusions, low educational attainment and <b>food poverty</b>.</i>	6
<i>Purchase of the books for the Carnegie hall project to improve students reading for pleasure</i> <b>£88.30</b>	<i>EEF – reading comprehension activities +6 Months - Very high impact for very low cost based on extensive evidence</i>	2
<i>Youth service provision to work with specific groups of students in Y7 – Y10 identified where behaviour issues linked to the schools “wicked problem” agenda around fighting/assault, racism, sexism is a barrier to learning and attendance</i>	<i>EEF – social and emotional learning +4 months – moderate impact for very low cost with limited evidence</i>	1,5
<i>Funding of Irfan Chisti (Community Imaan) to target and mentor students one to one who have behaviour issues linked to the schools “wicked problem” agenda around fighting/assault, racism, sexism is a barrier to learning and attendance</i> <b>£2100 (Jan-March) 6 - £350 x 6 + £2100 (March – Aug)</b>	<i>EEF – social and emotional learning +4 months – moderate impact for very low cost with limited evidence</i> <i>EEF behavioural interventions +4 months moderate impact for low cost based on limited evidence</i> <i>EEF mentoring +2 Month – low impact for moderate cost based on moderate evidence</i>	1, 5, 6
<i>Funding and implementation of NGAGE group to target and mentor individual students Y8-Y10 who have SEMH or behavioural issues that have been identified by HOY as a barrier to learning</i> <b>£270 per day - £1640 (Jan-Feb) + £1640 (March – August)</b>	<i>See directly above</i>	1, 5, 6

**Total budgeted cost: £511,111.66**

### **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: Proportions of staffing enhancement linked to PP funding **£ 37,646.93**

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

Budgeted cost: **£ 268,440.92**

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

Budgeted cost: **£ 205023.81**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

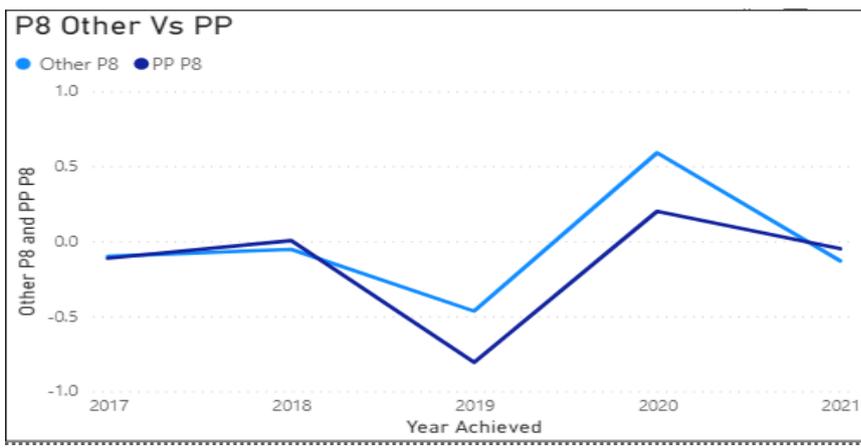
Aim	Outcome
<p>Ensure all students who require a device and internet and internet connectivity are provided with one during Covid to ensure access to remote learning</p>	<p><b>Achieved</b></p> <p>Over 500 chrome devices secured through government scheme, internal budget and other</p> <p>Approximately 60 dongles or routers were provided to students without internet connectivity to ensure they could access their curriculum</p> <p>All students received “live online learning” through google classroom during lockdowns</p> <p>Student attendance to online learning lessons was monitored and challenged.</p> <p>When students were sent home to self-isolate live online learning continued for all students</p>
<p>Ensure communication, safeguarding and meals for disadvantaged and vulnerable students throughout lock down</p>	<p><b>Achieved</b></p> <p>Students were provided with ASDA voucher cards - £15 per week. These were populated with funds during times of isolation as well as during holidays to ensure FSM students had access to a meal</p> <p>Students who were considered vulnerable or had a safeguarding need were regularly contacted</p>
<p>Increase the Attainment 8 of PP students compared to the previous academic year</p> <p>Reduce the attainment gap between PP and non PP students</p>	<p><b>Achieved</b></p>  <p>The A8 of PP students in the school was 45.88 compared with 47.77 for non PP students in 2021. This was a continued increase since 2019 for PP however there was a reduction in A8 for non PP students from 2020.</p> <p>The Gap between PP and non PP in 2021 reduced compared to 2020, 2019 and 2018</p>

2017 Year Achieved	1.02 Gap A8
2018 Year Achieved	3.22 Gap A8
2019 Year Achieved	7.68 Gap A8
2020 Year Achieved	7.71 Gap A8
2021 Year Achieved	1.89 Gap A8

PP students secure a progress 8 figure higher than non PP students

Reduce the progress gap between PP and non PP students

**Achieved**



The indicative P8 (SISRA collaboration) of PP students in the school was - 0.05 compared with -0.13 for non PP students in 2021. This demonstrated a decrease in P8 for PP compared with 2020 however an increase compared with 2017 and 2019

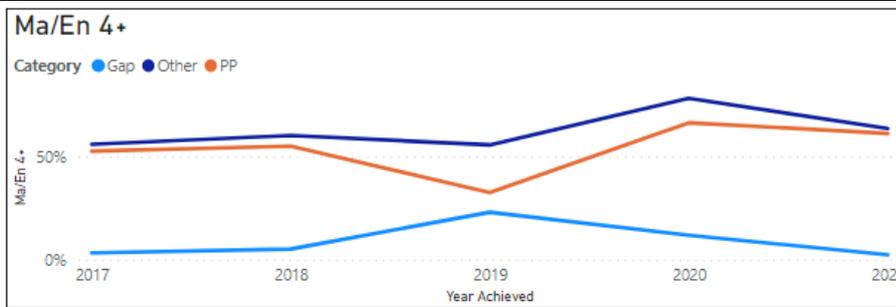
The Gap between PP and non PP in 2021 reduced compared to 2020, 2019

2017 Year Achieved	0.01 Gap P8
2018 Year Achieved	-0.06 Gap P8
2019 Year Achieved	0.34 Gap P8
2020 Year Achieved	0.39 Gap P8
2021 Year Achieved	-0.08 Gap P8

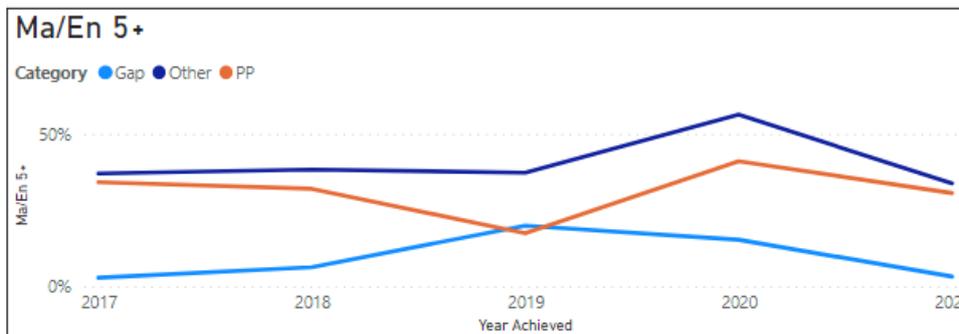
Reduce the performance gap of PP and

**Achieved**

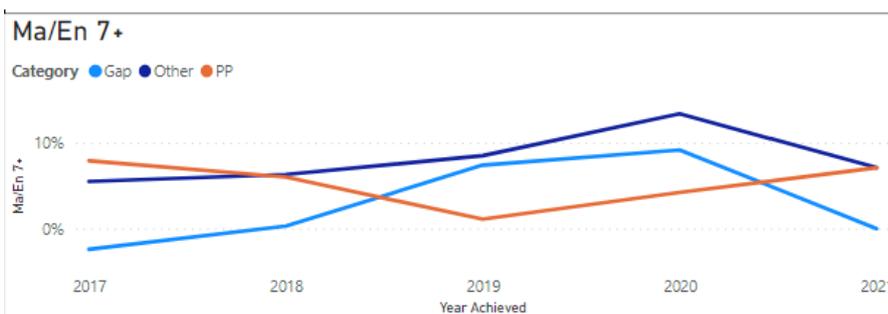
non PP students at En/Ma combined measures at 9-4%, 9-5% and 9-7%



Gap reduced from over the last 3 years from 23% in 2019 to 2.40% in 2021 with 61.2% of PP students and 63.6% of non PP achieve 9-4 in 2021



Gap reduced from over the last 3 years from 19.9% in 2019 to 3.2% in 2021 with 30.6% of PP students and 33.8% of non PP achieve 9-5 in 2021



Gap reduced from over the last 3 years from 7.4% in 2019 to 0% in 2021 with 7.1% of PP students and non PP achieving 9-7 in 2021. The Gap did however widen in this measure between 2019 and 2020 to 9.17%

Improve overall attendance of PP students, reducing the gap between PP and non PP students.  
Reduce the proportion of PA PP students so that it is inline with national comparative data

Due to Covid it is not possible to fairly compare attendance data to previous years or at national level

**2021**

Whole School Overall Attendance: 91.3%

PP students Attendance: 89.64%

Non PP: 92.38%

Group	Year 7	Year 8	Year 9	Year 10	Year 11
Overall	94.69%	90.44%	91.66%	90.68%	89.11%
PP	93.42%	88.11%	91.7%	90.09%	85.01%
Non PP	95.51%	92.01%	91.64%	91.06%	91.79%

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*