

Pupil Premium and Recovery Premium Strategy Statement

School overview

Detail	Data
School name:	The Arthur Terry School
Number of pupils in school	1763
Percentage of pupils who receive PP funding	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	Nov 2021
Date on which it will be reviewed	Sep 2024
Statement authorised by	
Pupil premium lead	Adam Ball
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191475
Recovery premium funding allocation this academic year	£
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	£191475

Part A: Pupil premium strategy plan

Statement of intent

At Arthur Terry School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We want to support all our students in achieving our core aims; to be proud, be kind, and be ready. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to us in helping them to reach their full potential and continue to narrow the gap.

- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*
- Continue with our whole school approach of vulnerable first in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*
- Essential to the success of closing the gap is being able to accurately identify students and intervene as appropriate. Our detailed provision mapping ensures that we know our students exceptionally well.*
- To operate research and evidence-based approach when selecting appropriate interventions and strategies.*
- This will be achieved by following the Education Endowment Foundations clear and precise plan, in line with the 3-part model; with 50% directed at quality-first Teaching; 25% on small group or individual support; and 25% on wider school approaches. Although there are key strands to supporting vulnerable learners, our individual mapping ensures that we can offer support to each and every student depending on their specific barrier.*

Challenges

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

2019	P8	A8	5+ E + M	Ebacc Score
AT all students	0.35	54.2	61%	5.11
AT PP	-0.22	41.2	22%	3.75
AT non- PP	0.44	55.2	64%	5.2
EEF Family all students	0.2	52.5	54.7%	4.7
EEF Family PP	-0.3	40.8	30.6%	3.5

2017- 2019 averages (Comparison with EEF Family of schools)	P8	A8	9-5
AT all students	0.27	54.32	79.67%
AT PP	-0.15	42.15	54.67%
AT non- PP	0.32	55.73	82.67%
EEF Family PP	-0.3	41.9	55%
EEF Family non-PP	-0.3	41.9	55%

<https://v2.educationendowmentfoundation.org.uk/tools/families-of-schools-database/the-arthur-terry-school-b74-4rz/#yourFamily>

Challenge number	Detail of challenge
1	To ensure that attendance rates for disadvantaged students are in line with non-disadvantaged students and that swift interventions occur when attendance rates drop prioritising our disadvantaged students first.
2	Through our vulnerable first ethos we will continue to raise awareness of DA students and the individual challenges they face including mapping of provision and recording of any impact. We know who our students however we need to 'get beneath the label' to ensure an individual approach is implemented to support each student overcome their own barriers. Crucial to this is all staff having timely and up to date access to this information and key strategies.
3	<p>Continue to embed quality-first teaching strategies, metacognition, and a culture of high aspirations to narrow the gap between disadvantaged and non-disadvantaged students particularly for those achieving 5+ in both English and Maths, P8 and A8 (Based on 2019 figures)</p> <ul style="list-style-type: none"> - Internal QA and our recent Ofsted inspections have shown that there is some variation between the standard, both academically and in terms of organisation and presentation, of students who are disadvantaged and other students. - Disadvantaged students at Arthur Terry often enter at the start of KS3 with lower literacy outcomes than other students, (based on KS2 attainment and NGRT testing) and require interventions to ensure that they make comparable progress.
4	<p>To continue to support the well-being and resilience of all our students.</p> <ul style="list-style-type: none"> - Some students identified (via student voice) that they didn't know how to revise, construct a revision timetable, access revision materials, or build resilience in assessments. - Some students identified that they found it challenging to attempt exams and needed support to build their resilience. <p>Staff trained in Emotion Coaching strategies to de-escalate situations and try to get the best out of students to support them to deal with situations and make informed and wise choices.</p>
5	To support all students in having appropriate access to resources , within curriculum areas, the wider school, or external agencies including equal access to school visits and engagement with enrichment activities.
6	To support Parental Engagement to ensure strong relationships are fostered between school and parents/carers by removing barriers which may limit parental engagement.

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.

Challenge	Intended outcome	Success criteria
1	<p>Increased attendance rates for disadvantaged students, bringing disadvantaged students in line with non- disadvantaged.</p> <p>Measured through: Attendance data</p>	<ul style="list-style-type: none"> - Gap in attendance rates continues to close between disadvantaged students and non- disadvantaged. - In keeping with our vulnerable first ethos, DA students alongside other key demographics are prioritised first at all levels of intervention. - Attendance Broadsheet enables staff to track DA students more easily so bespoke interventions can be logged where appropriate
2	<p>Through our vulnerable first ethos we will continue to raise awareness of DA students and the individual challenges they face including mapping of provision and recording of any impact.</p>	<ul style="list-style-type: none"> - Vulnerable first approach is seen in all aspects of school life. - To have clear oversight of the PP demographic within year groups and the provision they are accessing. - PP students identified on classroom seating plans. - Monitored as part of the pillars in the classroom
3	<p>To build on and develop the current work around quality-first teaching strategies, metacognition aspirational targets and aspirational setting to narrow the gap as demonstrated by 2024 external results when compared with the external data of 2019.</p>	<ul style="list-style-type: none"> - DA students to achieve in line with their Non-DA peers in the 2024 examinations. - Increase in the number of DA students achieving 5+ in Maths, English cross over. - Quality-first teaching strategies are widely implemented. - Metacognition strategies are widely implemented

		<ul style="list-style-type: none"> - Explicit exam, recall and resilience techniques used through all subject areas to drive up student confidence self-esteem and results. - Continue to increase the number of disadvantaged students meeting the sixth form entry requirements from existing Y11 DA students. <table border="1" data-bbox="1400 368 1778 603"> <tr> <td>2019 / 2020</td> <td>7</td> </tr> <tr> <td>2021/2022</td> <td>9</td> </tr> <tr> <td>2022/2023</td> <td>12 applied 8 enrolled</td> </tr> <tr> <td>2023/2024</td> <td>17 applied 12 enrolled</td> </tr> </table> <ul style="list-style-type: none"> - DA students are placed in appropriate subject groupings. <ul style="list-style-type: none"> - DA students are identified and have access to the PET Xi tutoring program to support with lost learning. 	2019 / 2020	7	2021/2022	9	2022/2023	12 applied 8 enrolled	2023/2024	17 applied 12 enrolled
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4	<p>Bespoke support provided to support the well- being of all our students from, form tutors, progress leads, student support, PSHE provision, and external agencies.</p> <p>We are seeing increased levels of social and emotional issues for our pupils, this is presenting itself through increased incidents of panic attacks, general anxiety, low self-esteem, and lacking resilience. We know that these challenges particularly affect pupils from a disadvantaged background. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams.</p>	<ul style="list-style-type: none"> - All pupils have access to support in line with their level of need. Using our Vulnerable first tiered approach. - Emotional coaching strategies used by all staff to support all students but especially those who are classed as vulnerable. - Participation with external agencies where an appropriate need has been identified. 								

5	<p>Financial barriers do not restrict attendance at trips, visits, and clubs for disadvantaged students to support engagement of and access to wider school experiences. We know that throughout lockdown pupils from disadvantaged backgrounds faced a lack of enrichment opportunities that were available.</p> <p>DA students prioritised for careers support through the (RONI approach)</p> <p>Measured through: Tracking of music lessons, DofE, trips and visits, extra-curricular clubs, RONI spreadsheet (Careers)</p>	<ul style="list-style-type: none"> - Increased opportunities and attendance rates at extra-curricular clubs, trips, visits, and enrichment provision. - Leading to greater possibilities to further promote their social mobility. - Students participate in student voice activities to influence school life. - Students receive high quality careers provision.
6	<p>Improved positive parental engagement with school.</p> <p>Ensure that parents/carers are informed of their child's progress and feel empowered to support their child with their academic studies outside the school setting.</p> <p>Improved outcomes of disadvantaged students through parental engagement.</p>	<ul style="list-style-type: none"> - Tracking of attendance to parents evening, bespoke phone calls to encourage appointments are booked. - Parental Information Evenings - Be Ready Day - Tracking of access to Go4Schools to support with monitoring of praise and behaviour.

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: £ 95,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>What: <u>Intentional Monitoring</u></p> <p>How:</p> <ul style="list-style-type: none"> - Staff briefings, Instructional Coaching Meetings and Department meetings to be used to learn the theory and rehearse the actions steps. - Line Management Meetings used to review department actions plans to ensuring all leaders are making this a priority - Supported by senior leaders, department leaders are to place intentional monitoring at the centre of their QA plans. - Bespoke support given to staff who need it to successfully implement the action steps. 	<p>Otherwise known as aggressive monitoring, a technique outlined in Doug Lemov’s Teach Like a Champion, creates conditions where you can sample independent performance and provide live feedback to students on their successes and shortcomings. By weaving this strategy into the whole school vulnerable first focus, teachers use seating plans and monitoring activities to proactively target and support students who are disadvantaged. This represents the first tier of intervention in our quality first teaching.</p> <p>The EEF toolkit reinforces this approach in their learning and teaching toolkit. Live feedback, especially verbal feedback, has a significant impact on pupil progress at a low cost to schools.</p> <p>Staff training and CPD focuses on how best to use intentional monitoring and classroom assessment data to boost the progress of disadvantaged students. Staff choose action steps that are most suitable for their development and the classes they teach, and these are reviewed through group and paired instructional coaching sessions.</p>	<p>3,2</p>

<p>What: <u>Getting below the label of each student and really understanding what the barriers to learning could be and how to support them best.</u></p> <p>How:</p> <ul style="list-style-type: none"> - Using Edukey provision mapping software to create a live learning plan for each DA student. - Form tutors and PLs to meet with the student and complete an interview to discuss barriers to learning. - CAT4 data and strategies for supporting the student best will also be shared on the document. 	<p>Marc Rowland highlights that ‘successful schools are thorough in their monitoring of every pupil and thorough knowledge of every child’.</p>	<p>1,2,3,4,5</p>
<p>What: <u>Marking and feedback to focus on disadvantaged pupils. Students work/assessments to be marked first.</u></p> <p>How:</p> <ul style="list-style-type: none"> - DA students are highlighted on seating plans and international monitoring lap has been mapped out to provide feedback to DA students first. - After assessments students use upgrade activities to address misconceptions. This provides timely feedback and opportunity to make improvements. Staff ensure that DA students act upon feedback given and complete upgrade tasks by checking compliance during intentional monitoring laps. - Development of know/show charts at KS3 provides a framework for staff to use to provide high quality feedback . 	<p>High-quality feedback first to Disadvantaged pupils. EEF toolkit outlines clearly that one of the biggest impacts in terms of months of progress comes from the quality of feedback provided by the class teacher. Ensuring that DA students work is not affected by marking fatigue.</p>	<p>3,2</p>

<p>What: <i>Improved consistency in the delivery of the 'Learning Essentials'. These include: modelling, scaffolding, no-hands up targeted checking for understanding, explicit teaching of literacy and retrieval practice to ensure that our most disadvantaged pupils can make progress.</i></p> <p>How:</p> <ul style="list-style-type: none"> - Leaders to use Quality Assurance to identify gaps in staff knowledge and performance. - Staff briefings, Instructional Coaching Meetings and Department meetings to be used to learn the theory and rehearse the actions steps. - Line Management Meetings used to review department actions plans to ensuring all leaders are making this a priority. - Bespoke support given to staff who need it to successfully implement the action step 	<p>The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact.</p> <p>The learning essentials are drawn from research and the structure is developed from the TEEP learning cycle.</p>	<p>3,2</p>
<p>What: <u>School improvement team.</u></p> <p>How: Focus on disadvantaged students, following our 2022 Ofsted visit.</p>	<p>The school improvement partner (SIP) programme aims to provide school leaders with challenge and support from people who have demonstrable skills and experience in school improvement, and who understand the realities of school leadership (Department for education and skills)</p>	<p>1,2,3,4,5</p>

<p>What: <i>Improving the consistency with which staff use metacognition and self-regulation principals within teaching and learning. Leading to an improvement of how students think metacognitively.</i></p> <p>How:</p> <ul style="list-style-type: none"> - Staff induction to be reformed to put a larger focus on the 'Arthur Terry Learner' with explicit instructions on how this should be implemented in the 'teacher talk'. - Effective Metacognition strategies and 'scripts' to be included in the intentional monitoring action steps. These will be delivered as part of the CPD and instructional coaching cycle. - Curriculum and assessment to be reviewed to ensure that shared resources and assessment materials include activities that allow students to reflect on their progress and develop metacognitive strategies. Assessment wrappers to be standardised across departments for this purpose. Standardised activities and slides to be provided to staff for them to use with their students. Middle leaders to ensure these activities are embedded within schemes of work. - Quality Assurance plans to include a review of the metacognition strategies. - Assemblies and tutor activities to raise the profile and understanding of metacognition. Students need to be aware and be able to articulate why metacognitive thought is vital and important to their progress. - Homework to include metacognition and self awareness activities. Middle Leaders and teachers to receive guidance in the construction of meaningful metacognitive activities. - Assessment and Progress exam preparation programme in form time for all students: tutors deliver one session a week. Focus on Grit, resilience, different revision techniques, revision 	<p>The EEF toolkit indicates metacognition and self-regulation approaches is high (+7 months additional progress). There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p>	<p>3,2</p>
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<p>schedule advice. Universal support but aim to plug any gaps at home re. Advice over revision and growth mindset.</p>		
<p>What: <u>CAT4/GL testing to gauge abilities of new Y7 students.</u></p> <p>How:</p> <ul style="list-style-type: none"> - Results for disadvantaged learners will be added to their individual passports alongside identified strategies to support these students. - Staff CPD to focus on how to interpret the data and what it means for use in the classroom. - Wider school CPD reflect the trends from the results. 	<p>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance. (EEF)</p>	<p>3, 2</p>
<p>What: <u>Developing leaders Capacity And expertise to Lead in the development of quality-first teaching.</u></p> <p>How:</p> <ul style="list-style-type: none"> - New NPQ programmes – staff will be identified and supported to complete the new NPQ programmes on ‘leading teaching’. - Middle Leaders and senior leaders to be given increased time to plan and work together on implementing identified strategies. Line management structure to be used to coach and develop middle leaders so that they prioritise DA and make evidence based informed action plans. - Reformed QA procedures that more directly focus on this action plan ensuring that analysis of DA student’s work and progress is the number one priority. 	<p>Having high-quality school leadership is vital in improving standards in schools everywhere. We know that the quality of school leadership is one of the most powerful determinants of student outcomes, second only to the quality of teaching. Effective instructional leadership – leadership which improves the quality of classroom teaching and ensures resources are directed at issues which impact pupil outcomes – is a smart way to invest funding as the improvement of a smaller group – leaders – has an impact on a much larger group – teachers. (www.educationdevelopmenttrust.com)</p>	<p>3,2</p>

<ul style="list-style-type: none"> - Review and reformation of systems and processes to ensure DA students are considered first. I.e. Data analysis templates – ensuring DA is always the first category staff engage with. 		
<p>What: <u><i>Instructional coaching used to develop all teaching staff and therefore improve quality first teaching and student outcomes.</i></u></p> <p>How:</p> <ul style="list-style-type: none"> - Through a clear process to identify, and clearly define the target performance. To identify the biggest gap between target and current performance and break this down into components which can be practised. - Instructional coaching is tightly focused on intentional monitoring and is the mechanism through which the change has been promoted and delivered. By delivering specific content to staff on the active ingredients of intentional monitoring including strategic use of seating plans, mapping out laps around the room to target focus students, and focusing feedback on target students, we are ensuring the strategy has a positive impact on the progress and experience of disadvantaged students. 	<p>The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice. The first step is to identify a destination or outcome, often called the target performance. (Ambition Institute)</p>	<p>3,2</p>

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

Budgeted cost: £ 48,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>What:</p> <p>How</p> <ul style="list-style-type: none"> - Recruitment of Year 7 and Year 8 DA leads to advocate for Year 7 and 8 DA students, provide strategies to the wider teaching body. - Year 7 DA Lead to oversee the implementation of the The Brilliant Club <p>Year 8 DA Lead to oversee the implementation of Buddy Up</p>	<p>EEF – Mentoring:</p> <ol style="list-style-type: none"> 1. The impact of mentoring varies but, on average, it is likely to have a positive impact on attainment. 2. Both community-based and school-based approaches can be successful. 3. Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes. 	<p>2,4,5</p>
<p>What:</p> <p>Improvement of numeracy and literacy skills.</p> <p>How:</p> <ul style="list-style-type: none"> - Additional Maths and English groups from Year 7-11. 	<p>Poor literacy and maths skills are barriers to achievement.</p> <p>Closing this gap and boosting students' skill in these areas are vital. Small group tuition has an average impact of four months additional progress over the</p>	<p>3,2</p>

<ul style="list-style-type: none"> - Launch and implementation of Lexonic advance and leap program to boost literacy skills for key students. 	<p>course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. (EEF)</p>	
<p>What: <u>Students equipped for all aspects of the curriculum.</u></p> <p>How:</p> <ul style="list-style-type: none"> - Purchasing revision guides. - Art materials - Ingredients - Funding compulsory visits for subject areas, e.g. fieldwork, theatre visits. 	<p>Where students cannot engage with the curriculum through lack of equipment/attire they less likely to achieve in these subjects.</p>	3,5,4
<p>What: <u>Targeted tuition provided to support PP students in catch up to ensure that COVID does not widen the gap.</u></p> <p>How: Pet Xi tutoring Bedrock vocabulary subscription EdShed English Hegarty and Sparx Maths</p>	<p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected. (GOV, Catch up Premium)</p>	3
<p>What: <u>Targeted interventions for DA examination students.</u></p> <p>How: -</p> <ul style="list-style-type: none"> - Eng and maths cross over students identified and targeted intervention in place. - Full day intervention session for underachievers in each subject area. 	<p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected. (GOV, Catch up Premium)</p>	3

- Cross over students attend weekly tutor sessions for Eng/math		
- DA crossover students invited to Saturday schools		

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

Budgeted cost: £ 47,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>What: <u>To improve the attendance rates for DA students.</u></p> <p>How:</p> <ul style="list-style-type: none"> - Use of study bugs to report attendance patterns, with a focus on DA students to key stake holders to ensure timely interventions take place. - First day absence calls made by the attendance team to DA students. - Attendance broadsheet has a clear focus on DA students which highlights intervention steps and reviewed on a half termly basis by PLs / SEN and KSL. - Home visits in support with 	<p>John Dunfor 'a 10-step pupil premium plan' 2015 If attendance is an issue this is addressed as a matter of priority.</p>	1
<p>What: <u>Student Support Services holistic support.</u></p> <p>How:</p> <ul style="list-style-type: none"> - Requests for support from Student Support Services (SSS) are made by pastoral teams (tutors, PLs, Key Stage lead). - Students are also able to request an appointment. 	<p>Schools should adopt a more holistic outlook when deciding how to spend the pupil premium. The survey data and analysis of pupil premium strategies show that many schools focus largely on teaching and learning initiatives. This is despite many of the key barriers to attainment identified by schools in the pupil premium strategies requiring more pastoral attention. (National governance association).</p>	1,4,6

<ul style="list-style-type: none"> - Students on SSS caseload are reviewed each half term in relation to appointment schedule and DA: non-DA ratio. - SSS support pastoral teams in meeting parents, referrals to external agencies. Intervention support focused on Emotion coaching, growth mindset. - Volunteer (experienced teacher and SHOUT volunteer) engaged to support predominately Year 11 DA students as preparation for GCSE exams: confidence, organisation, exam nerves. - Half term review of DA students with attendance team, tutor, PL and Key Stage lead. 'Team around the child' meeting to discuss support offered and next steps. 	<p>Emotion coaching approach (Gottman – helping students become more aware of their emotions, being able to 'sit' with negative emotions in a healthy way and manage feelings. Approach involves validating emotional experience, setting boundaries where needed and problem-solving with student to support development of more effective behavioural responses). Growth mindset approach to learning modelled (Dweck – focus on learning as a journey, mistakes part of learning process). Reflect whole school Arthur Terry Learner approach. Supporting students to manage nervousness surrounding assessment and time management.</p> <p>'They focus on providing targeted support for under-performing students during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs'. <i>DfE. Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015</i></p>	
<p>What: <u><i>Financing enrichment opportunities for students to ensure they are not further disadvantaged.</i></u></p> <p>How:</p> <ul style="list-style-type: none"> - Trips - Music lessons - Sporting events - Supporting students in applications for student leadership 	<p>Against the odds, social mobility commission report June 21, states that teachers demonstrated their belief that (lack of) cultural capital is a key causal factor in the progress gap. Enhance educational and social experiences linked to the school enriching cultural capital. Childrens University has been introduced to ensure students are rewarded and recognised for their extra-curricular activities inside and outside of school. Pupil Premium students are given discounted rates for trips. Lunches are provided for students on trips.</p>	5,6

<p>What: <u>Enhanced carers provision, through our independent career's expert and wider careers team.</u></p> <p>How:</p> <ul style="list-style-type: none"> - Through additional meaningful, world of work experiences &/or employer interactions above and beyond our core CEIAG offer. - Y9 DA students Speakers Trust day's workshop - Y8 Pupil Premium students DHL logistics and strategic planning workshop. - Y13 BAME & Bursary students participated in a series of virtual employability workshop's with global finance and investment firm, Maven Securities. 	<p>Raise aspirations through CIAG - Careers programme across all years raise aspirations. Interviews / careers work targeted to DA students first with follow up appointment.</p>	<p>5,6</p>
<p>What: <u>To continue to develop and strengthen parental engagement opportunities.</u></p> <p>How:</p> <ul style="list-style-type: none"> - As part of the vulnerable learner's strategy, vulnerable students have access to the online parents evening system to book appointments in advance of the rest of the year group. - The Schoolcloud online system allows Pastoral and Admin staff to access detailed reports of parents who have/have not attended and follow up with further Communication to ensure all parents can speak with their child's teachers and are updated on their progress in lessons. 	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. (EEF)</p>	<p>1,2,3,4,5,6</p>

<ul style="list-style-type: none"> - Data team are able to view Parents who have not accessed Go4Schools or published reports, and follow up with Progress Leaders or parents, who then communicate with home to ensure parents have the correct details and are reminded of key information. 		
<p>What: <u>Data and administration tools to support in the analysis of students.</u></p> <p>How:</p> <ul style="list-style-type: none"> - GO4Schools - BromCom - Disadvantaged Broadsheet is produced half termly with key information relating to praise points, negative points, attendance, parental engagement and intervention sessions. This is shared with Key Stage Leaders and Progress leaders who have strategic oversight and are able to review progress and decide on further appropriate interventions. 	<p>GO4Schools, BromCom and data tracking systems to ensure timely analysis of data and ensure early interventions.</p>	<p>1,2,3,4,5,6</p>
<p>What: <u>DDI (Data Driven Instruction)</u></p> <p>How:</p> <ul style="list-style-type: none"> - Departments teams to Plan dedicated time reviewing the work and performance of students including PP students. Teams compare their know/show charts to students work to identify gaps in knowledge and performance. Staff then adapt their planning and lesson preparedness to ensure targeted and appropriate actions are taken to narrow that gap. 	<p>Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points. (Supporting the attainment of disadvantaged pupils: articulating success and good practice, 2014)</p>	<p>3,2</p>

<p>What: <u><i>A trauma informed school is one that can support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</i></u></p> <p>How:</p> <ul style="list-style-type: none"> - Emotion coaching and restorative conversations with students – connect before correcting. Building relationships with students. Supportive approach with parents (seek understanding without judgement. Recognise parents’ needs). - Emotion coaching conversations are recorded on Go4Schools so parents and pastoral staff can review support and decide on further interventions and tailor support for individuals. This may include Steps to Success Reports or Pastoral led interventions on the specific reasons that have led to the poor behaviour. This sometimes may result in school referring to external agencies and seeking advice from CASS if necessary. - Updated and review processes for recording behavioural incidents to better track time in refocus, to identify trends and identify barriers which need removing for students to succeed. 	<p>Trauma informed, attachment aware universal approach since 2019. Already completed whole school training 2019/2020/2021.</p> <p>Continuation of this training into academic year 23/24</p>	

Total budgeted cost: £191 475

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 and 2023 academic year.

Pupil premium approach	Summary of intended outcome	Impact
Attendance	To ensure that attendance rates for disadvantaged students are in line with non-disadvantaged students.	<p>In line with our vulnerable first approach across school, attendance rates for DA students have improved compared to the national average. However, a gap still exists between disadvantaged students and non-disadvantaged within school.</p> <p>Whole School Average: 93.3% (National Average 90.7%),</p> <p>FSM Average: 86.4% (National Average 85.3%), Non - FSM Average: 94.4%. Non – FSM Average: 92.6%</p>

High-quality teaching

Continue to embed quality-first teaching strategies, metacognition and a culture of high aspirations to narrow the gap between disadvantaged and non-disadvantaged students particularly for those achieving 5+ in both English and Maths, P8 and A8 (Based on 2019 and 2024 figures)

Increase in the numbers of DA students between these years of more than 50%. We have not yet achieved the closing of the gap, however the gap has closed since 2019.

2019	5+ Eng and Ma	A8
DA	30%	41.44
Non-DA	63%	55.01

2023

	All Students	PP- No	PP - Yes	Difference
Average A8	5.3	5.5	4.2	-1.3
Average A8 - Maths	5.1	5.3	4.1	-1.2
Average A8 - English	5.4	5.6	4.4	-1.2
Average A8- Ebacc	5.3	5.5	4.2	-1.3
Average A8- Open	5.3	5.5	4.2	-1.3
Grade 5 or above EN/MA	57%	62%	36%	-26%
Grade 5 or above EN	15%	15%	12%	-3%
Grade 5 or above MA	10%	9%	12%	3%
Grade 7 or above EN/MA	17%	18%	12%	-6%
Grade 7 or above EN	12%	14%	6%	-8%
Grade 7 or above MA	7%	8%	2%	-6%
Grade 4 or above EN/MA	78%	84%	55%	-29%
Grade 4 or above EN	8%	7%	12%	+5%
Grade 4 or above MA	5%	4%	8%	-4%
Grade 9 or above EN/MA	0%	0%	0%	0%
Grade 9 or above EN	2%	3%	0%	-3%
Grade 9 or above MA	3%	3%	2%	-1%

		<p>High aspirations and the reward for these through our praise figures show that DA students are on average achieving the same number of praise points as those not classed as DA (DA 52 / Non-DA 54)</p> <p>Bedrock vocabulary platform shows an average 19% improvement in vocabulary acquisition from DA students in comparison to 14% for non-DA students which is a fantastic demonstration of closing the word gap.</p> <p>Covid recovery using Pet Xi. 7/9 Higher prior attaining students in Year 8 who are also DA, saw their confidence growth in math's improve. 9/10 Lower prior attaining students in Year 8 who are also DA saw their confidence growth in math's improve. 17/19 Year 11 DA students saw their confidence growth in math's improve.</p>
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DA students are not disadvantaged when groupings are used (English Y10 example below of spread of DA students per group)

English	Pupil Premium Count	Total Students	% off PP in group
11EN-A1W	1	31	3%
11EN-A1X	2	30	7%
11EN-A2W	0	29	0%
11EN-A2X	5	21	24%
11EN-A3W	1	10	10%
11EN-B1W	4	32	13%
11EN-B1X	2	32	6%
11EN-B2W	9	27	33%
11EN-B2X	8	30	27%
11EN-B3W	1	17	6%
11EN-B3X	5	15	33%
Maths	Pupil Premium Count	Total Students	% off PP in group
11MA-A1W	0	32	0%
11MA-A1X	3	29	10%
11MA-A2W	2	27	7%
11MA-A2X	1	23	4%
11MA-A3W	3	11	27%
11MA-B1W	5	32	16%
11MA-B1X	2	32	6%
11MA-B2W	3	29	10%
11MA-B2X	9	26	35%
11MA-B3W	6	20	30%
11MA-B3X	4	14	29%

<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</p>	<p>To support all students in having appropriate access to resources, within curriculum areas, the wider school, or external agencies including equal access to school visits and engagement with enrichment activities.</p>	<p>DA students had access to financial support in attending school trips and visits. They were supported with the costs of music tuition for the academic year. Ensuring all students could participate regardless of their ability to fund the visit.</p> <p>Support with academic resources e.g. art supplies, revision materials, ingredients for food technology. The continuation of the provision of key equipment has meant that pupils attend lessons with suitable equipment and in a suitable frame of mind to work effectively.</p> <p>All Y7 students including DA students visited Birmingham university to further raise aspirations.</p> <p>‘Where can X take you?’. This featured the full range of subjects offered across the AT curriculum and linked career opportunities and roles to each subject with hyperlinked QR codes. Physical copies of these Careers Enterprise Company acclaimed resources, were directly posted to all DA and vulnerable students’, above and beyond the website presence, ensuring we fulfilled our ‘Vulnerable First’ intent. With access not limited to just online provision.</p> <p>Looked After students targeted for a visit to watch the award-winning documentary, ‘The Rescue’ which explored the miraculous rescue of a Thai children’s football team in a flooded cave network. The trip was undoubtedly culturally enriching but also had the message of ‘hope’ and ‘belief’, irrespective of dire prevailing circumstances. The wider message of the documentary was a feature for an assembly shared with each year group.</p>
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<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>To continue to support the well-being and resilience of all our students.</p>	<p>All students including DA students have weekly wellbeing tutor time activities delivered by the form tutor. These ensure students are equipped with skills and understanding of how to promote their wellbeing and where to access support.</p> <p>PLs and Key stage leaders have completed mental health training to better support all our students including DA. Staff are confident in supporting students with their emotional and behavioural needs.</p> <p>Student Support Services are currently supporting 47 DA students in being able to access school, and supporting their social, emotional, and behavioural needs.</p> <p>Through the Buddy-up program older students have supported 6 DA students in being able to access school. Giving them a role model and additional wellbeing support.</p>
<p>Developing high-quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Through our vulnerable first ethos we will continue to raise awareness of DA students and the individual challenges they face including mapping of provision and recording of any impact.</p>	<p>School wide vulnerable first approach, places DA students alongside other vulnerable groups at the centre of classrooms. New platforms such as BROMCOM make identification of vulnerable students including those who are DA easier, clearer and of high focus. A continued focus for Sep 24 on intentional monitoring of students in classrooms will ensure that the monitoring of DA students has clear focus.</p> <p>DA parents are given priority booking for parents evening in all year groups.</p> <p>DA students have behaviour and any concerns consistently logged by staff across school to ensure a complete picture of the student is built up.</p>

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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)

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.