



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	Sir John Talbot's School
Number of pupils in school	2021-2022: 784 2022-2023: 820
Proportion (%) of pupil premium eligible pupils	2021-2022: 24.8% 2022-2023: 22.8% 2023-2024: 21.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr T Stonall - Headteacher
Pupil premium lead	Miss Brinkworth – Deputy Headteacher
Governor / Trustee lead	Mrs N Vasey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-2022: £136,565 2022-2023: £171,390 2023-2024: £172,845
Recovery premium funding allocation this academic year	2021-2022: £ 21,000 2022-2023: N/A 2023-2024: N/A
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	2021-2022: £157,565 2022-2023: £171, 390 2023-2024: £172,845

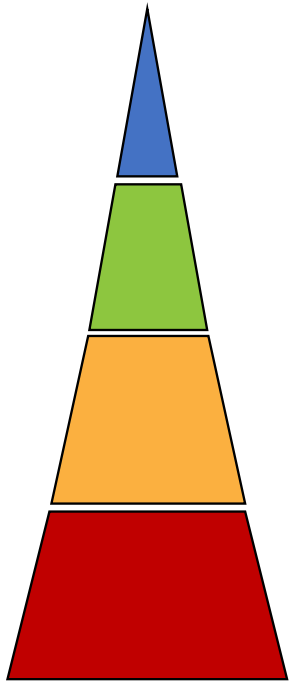
Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to reduce the gap in attainment between students eligible for Pupil Premium and those who are not. At Sir John Talbot's School, we believe the highest possible standards can only be achieved by having the highest expectations of all learners. The Pupil Premium (PP) places priority on the achievement of children from disadvantaged backgrounds, ensuring there are strategies in place that will help our students to succeed. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to support these learners to reach their full potential, including the pupil premium grant.

Our approach to the PP grant is a holistic one – we do not believe that a single strategy, or even group of strategies will be the answer to close the attainment gap. Our staff know that every aspect of school life should be viewed through the eyes of a disadvantaged child by using our 'Golden Thread' approach. Our PP strategy is extensive, this is deliberate, because we want to explore every possible avenue to ensure our disadvantaged learners are successful. We are now in phase '3' as a school- please see the diagram below.

Phases of RADY at Sir John Talbot's School



Phase 3 (2023-2024)

- Equity in the curriculum
- True proportional representation including setting, trips and visits, attainment, attendance, suspensions, permanent exclusions
- Elements of equity are evident in all training sessions, all meetings and all monitoring exercise.

Phase 2 (2022-2023)

- Equity in teaching to move us towards equality of outcomes
- Equity pairs work
- Shift the mindset of staff so that everyone understands the untapped potential of EVERY PP learner
- yaPPerv2 to link with whole school systems
- Planning for proportional representation including setting and trips and visits
- Following up the Golden Thread to make sure it has been put into action

Phase 1 (2020-2022)

- RADY launch with all staff on board with ethos
- Each new year 7 PP students have their KS2 uplifted in line with PP peers
- Golden thread to appear on all school documentation: SDP, FDP, data analysis document
- Awareness of the need for proportional representation in sets and enrichment opportunities
- yaPPer launch to learn as much as possible about PP students
- Targeted financial support

Pre-RADY (pre-2020)

- Financial support provided to PP students if needed
- Strong relationships between staff and students
- Staff know who their PP students are
- Targeted interventions at year group level for some PP students who were underperforming



Challenges

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

Challenge number	Detail of challenge
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1	Attainment gaps between disadvantaged and non-disadvantaged are already evident when students start in year 7, without intervention this means that our disadvantaged learners could struggle to access the curriculum and therefore achieve lower GCSE outcomes.																		
2	<p>Literacy level of our disadvantaged learners are on average, lower than our non-disadvantaged learners. Below is the data of our literacy screening programme for September 2023 showing the demonstrable gap between PP and non-PP in every year group.</p> <table border="1" data-bbox="387 327 1084 790"> <thead> <tr> <th data-bbox="387 327 589 400">Year Group</th> <th data-bbox="589 327 792 400">PP Mean SS</th> <th data-bbox="792 327 1084 400">Non PP Mean SS</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 400 589 480">7</td> <td data-bbox="589 400 792 480">107</td> <td data-bbox="792 400 1084 480">109</td> </tr> <tr> <td data-bbox="387 480 589 560">8</td> <td data-bbox="589 480 792 560">106</td> <td data-bbox="792 480 1084 560">110</td> </tr> <tr> <td data-bbox="387 560 589 639">9</td> <td data-bbox="589 560 792 639">104</td> <td data-bbox="792 560 1084 639">106</td> </tr> <tr> <td data-bbox="387 639 589 719">10</td> <td data-bbox="589 639 792 719">110</td> <td data-bbox="792 639 1084 719">111</td> </tr> <tr> <td data-bbox="387 719 589 790">11</td> <td data-bbox="589 719 792 790">110</td> <td data-bbox="792 719 1084 790">111</td> </tr> </tbody> </table>	Year Group	PP Mean SS	Non PP Mean SS	7	107	109	8	106	110	9	104	106	10	110	111	11	110	111
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7	107	109																	
8	106	110																	
9	104	106																	
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11	110	111																	
3	Disadvantaged boys perform poorly compared to their female, non-disadvantaged peers.																		
4	<p>Attendance of disadvantaged students is lower than non-disadvantaged.</p> <p>The % absence of disadvantaged students in 2022-23 was 12.6% (14.7% FFT National) compared to 7.2 % (7.4% FFT National) for non-disadvantaged students.</p> <p>The % absence rate for disadvantaged students in Autumn 1 23/24 was 9.1% (12.7% FFT National) compared to 6.2% (6.1% FFT National) for non-disadvantaged students. In comparison, the % absence rate for disadvantaged students in Autumn 1 22/23 was 10.6% compared to 5.2% for non-disadvantaged students (FFT National data not available).</p>																		
5	<p>Disadvantaged students are not proportionally represented in terms of fixed term exclusions (FTE).</p> <p>In 2021-2022, 52% of FTE were for disadvantaged pupils. A reduction from 61% the previous year.</p> <p>In 2022-2023, 54.8% of FTE were for disadvantaged pupils. This is up 2.8% from the previous year.</p> <p>In 2023-2024 Autumn 1 57% of FTE were for disadvantaged pupils.</p>																		
6	Many disadvantaged students have families who have little or no experience of further or higher education.																		
7	Parental engagement is poor for some disadvantaged students, including attendance at parents' evenings.																		
8	Enrichment opportunities are not accessed as frequently by disadvantaged students.																		

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
Progress 8	For the gap between PP and nonPP students to reduce.
A8	The gap to reduce between PP and nonPP
Proportional representation	There will be proportional representation in every possible area of the school including setting, extracurricular activities, trips, intervention groups etc
Attendance	The gap to reduce between PP and nonPP
Exclusions	% of PP students being excluded will be in line with national data.

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: £101,000

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
<p>Students will receive high quality teaching and learning in all subject areas.</p>	<p>Subject specialist teachers will be recruited and retained in all subject areas. Lead practitioner roles have been developed e.g., in Physics to allow for this.</p> <p>Learning walks will be structured and planned to ensure that teaching and learning standards are high across the school and that any training needs can be addressed quickly. A teaching and learning briefing will happen every fortnight with a dedicated resource area- there will be a regular PP focus as part of our ‘golden thread.’</p> <p>The CPD calendar will be planned in advance to ensure it meets the needs of the staff body and focuses on the whole school priorities. Flexibility will be built into the calendar to ensure training is able to react to any needs that arise during the year.</p> <p>22-23 is a PD focus on John Sweller’s cognitive load theory to aid development of the curriculum and ensure practical strategies which reduce cognitive overload and focus on understanding how the long-term memory supports this. Through this, there is a focus on looking at the curriculum from the eyes of our ‘poorest student who needs the most support.’</p> <p>During every half term there will be a Raising Attainment of Disadvantaged Youngsters (RADY) staff briefing or CPD session to ‘keep the culture alive.’ The RADY briefing focus during 2023-24 will be to develop Equity in Teaching strategies.</p> <p>All teaching and access leader staff will have an appraisal target linked to Action Research Project (ARP). ARP time is built into the CPD calendar to ensure that staff are reading literature on a key area of their pedagogy. Staff are put into pods to support each other and</p>	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i> Education Endowment Foundation Guide to the Pupil Premium</p>	<p>1</p>

	<p>to go into each other's lessons. Teaching staff have to focus on key students, 50% of whom must be PP.</p> <p>The standards review in September 2022 involved a RADY deep dive conducted by an external professional to verify our internal processes for catering for our disadvantaged students. This has fed into the 23-24 RADY whole school plan.</p>		
Students will receive high quality feedback	<p>The whole school feedback policy has been modified to focus on whole class feedback, live marking, verbal feedback and sampling rather than traditional marking. The purpose of this is to ensure that all students receive regular feedback with a higher degree of immediacy.</p> <p>Pupil premium students will receive more regular feedback. All main scale teachers will have an additional non-contact period on their timetable to ensure there is enough time for planning and feedback for disadvantaged students in their classes.</p>	<p><i>"Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback."</i> EEF, Teaching and learning toolkit.</p>	1
Whole school literacy focus	<p>Literacy appears on the school development plan. All students will go through literacy screening in the first half term so that focus students can be identified. Any student with a standardised score below 95 will be retested termly. Any student with a standardised score below 85 will receive literacy intervention. There will be a heightened focus on PP student students who are on the borderline of categories.</p> <p>All staff teaching key groups will receive phonics training at the start of September to ensure they are able to support students with the lowest literacy levels across all lessons.</p> <p>All children in Y7 and Y8 will engage in the Accelerated Reader programme for 25 minutes every afternoon. The data from this is carefully analysed and interventions put in place where</p>	<p><i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i> EEF, Teaching and learning toolkit</p>	2

	<p>necessary. Only PP students access the library during reading time on Friday. Only PP students in Y9 will be eligible for AR quizzing. This is an extra support in place.</p> <p>The 'read every lesson' initiative has been rolled out across the school to ensure students have opportunities to read across curriculum areas.</p> <p>The 'Speaking and Listening All Day' (SALAD) initiative will allow PP students to have the opportunity to develop the communication skills. The second SALAD Day will have an additional specific PP element.</p> <p>There will be at least one literacy staff briefing per half term. These will all have a PP element.</p>	<p><i>AR progress at SJT 2019-2020 is often better amongst PP students than nonPP for example in Y8 PP students made +5months progress between October and January. Internal data analysis.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,500

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing and target setting	<p>Lack of KS2 data for cohort 2025 and 2026 has meant lack of accurate baseline tests. All students in these cohorts will complete CAT assessments in the first half term.</p> <p>All students in all year groups will go through the literacy screening programme.</p> <p>CAT/SAT data will be used to set targets for Year 7. The data will be analysed, the existing gap between PP and nonPP will be determined and the PP students will have their CAT/SAT data uplifted by the average difference. This will prevent planning for an attainment gap. The modified CAT/SAT data will be input into FFT to generate grade ranges (minimum, good and exceptional).</p>		1

	In the summer term, students who are regularly exceeding their minimum grade will have their grades modified. No student will have their grades moved down.		
High quality data analysis	<p>Data will be entered three times during the school year and five times for year 11 and year 13. Academic year 23-24 we are changing data entry for Y7 and Y8 to two data drops as per the assessment project. PP focus remains. Following data entry there will be thorough data analysis at the following levels:</p> <ul style="list-style-type: none"> - Whole school – Raising Standards leader - Year group level – Progress Leader - Subject level – Subject Director - Class level – Class teacher <p>Throughout the class analysis, gaps must be identified between various subgroups. At a class level, all teachers must write intervention plans for PP students – even if they have met their minimum grade. This is the ‘golden thread’ of the data analysis.</p> <p>Following data analysis, Faculty Directors must update their Faculty Development Plans (FDPs) including their PP ‘golden thread’ column.</p> <p>Faculty directors will then attend a ‘Raising Standards Meeting’ with the Deputy Head or the Headteacher for scrutiny. The progress of disadvantaged students is a standing item for questioning.</p>	More successful schools use data to identify pupils’ learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching.	1, 3
Year 11 intervention groups	<p>Following data analysis at the end of year 10, the year 11 progress leader will start to put interventions in place. Interventions may include:</p> <ul style="list-style-type: none"> - Anxiety support - Study skills group - Mentoring - Reward groups <p>The above will have proportional representation of PP students.</p> <p>Year 11 mentoring will also commence later in the Autumn term – all disadvantaged students will be provided with a staff mentor who will meet with them weekly and support their progress through Year 11. Mentors will be provided with a trainee package and resources; mentees will be provided with a resource pack.</p>	<p>“The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.” EEF Teaching and Learning Toolkit</p> <p>The impact of mentoring at SJT has been very positive in the past.</p>	1, 3

	<p>Tassomai will be used as a PP-specific intervention for year 11. Tassomai is an online learning platform and will support students' progress in English, Maths and Science.</p> <p>Countdown to success event will run in January of each year. The event will effectively prepare students for the 20-week countdown to their examinations. It will cover:</p> <ul style="list-style-type: none"> - Study skills - Mental wellbeing - Physical wellbeing – including healthy eating, exercise and the importance of sleep. <p>As part of the countdown to success we will have an external speaker come in to run a session on memory and revision techniques.</p>	<p>Evidence has shown that students who regularly use Tassomai (for 20 minutes a day, 4-5 days a week) perform notably better than their peers.</p>	
<p>Topping up school-led tutoring and National Tutoring Programme</p>	<p>Students will be selected to receive school-led tutoring or access virtual tutoring via National Tutoring Programme providers. Much of the cost of this is subsidised by other government funding but where the pupils involved are eligible for Pupil Premium, the cost of their tutoring will be topped up using the Pupil Premium.</p> <p>Tutoring will be delivered on a one-to-one basis or in small groups. These groups will be no bigger than 5 students at a time.</p>	<p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.” EEF, Teaching and learning toolkit</p> <p>“Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is</p>	<p>1, 2, 3</p>

		targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support." EEF, Teaching and learning toolkit	
Intervention strategies to improve reading.	<p>A number of reading intervention programmes will run to support students to improve their reading ability.</p> <p>Sixth form mentors will be used to support the reading of students with a standardised score of 85-95. In November 2022, 45% of students receiving sixth form reading support were PP. We will continue to ensure that there is at least proportional representation of PP students.</p> <p>Students with a standardised score of 85-95 will receive reading intervention with an English teacher or will belong to a reading family (led by an English teacher). In November 2022, 48% of the students involved in reading intervention were PP and 30% of students in reading families.</p> <p>Reading families are a highly successful intervention where small groups of similar ability students are in a 'family' and read together rather than independently. This is supported by English teachers and takes place during form time.</p> <p>Extraction of very small groups or individuals will take place during AR time to support the reading ability of individual students, there is always at least proportional representation of PP students.</p> <p>The nurture group has been set up in year 7 to support students who have extremely low literacy levels; students are taught the majority of their timetable by one English teacher who focuses on various curriculum areas but support their development in basic literacy skills.</p>	<p>"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge." EEF Teaching and Learning Toolkit</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. EEF, Teaching and learning toolkit</p>	2

		Students in reading families made the most progress (approximately double those not in reading families) Internal analysis	
Work experience placements for year 10	Every student will have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. All PP students will be supported through this process by their form tutors/Progress Leader/Careers advisor		6
Revision resources (revision guides, revision packs etc)	All PP students have their Y10 English Literature revision guides paid for out of PP funding to ensure they have every chance of success in examinations. In wider subjects all PP students have equal opportunity to access funding to aid payment for revision guides. PP students will also be provided with key equipment needed in lessons, particularly those more expensive items such as scientific calculators.		1

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

Budgeted cost: £ 31,345

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
Golden thread	All aspects of school life have the concept of the RADY 'Golden Thread' running through them where each item is viewed through the eyes of a disadvantaged child. This includes: a golden thread column in the school development plan, faculty development plans and all data analysis documentation.		1,2,3,4,5,6,7,8
Increase access to extra-curricular activities	A variety of lunchtime clubs and activities will be accessible to all children. Each day there is a sporting activity per year group at lunchtime and allocated slot for year groups to play football on the astroturf. Lunchtime clubs prove popular and assist those who use the buses to get to and from school. There are additional afterschool clubs also in place. Attendance at enrichment clubs is being monitored to ensure proportional representation of PP students.	https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-	8

	<p>STEM activities are to be attended by a proportional representation of PP students, with funding accessed where required. The number of STEM activities is to be increased to ensure a more comprehensive diet of enrichment across both Key stage 3 and Key stage 4.</p> <p>A pathway has been generated to reduce the possibility of students not accessing trips and visit due to financial pressures. We offer payment plans, 25% reduction in cost or 50% reduction in cost depending on the circumstances to ensure all students have the chance to assessment opportunities to build their cultural capital.</p>	vocabulary-gap/	
Attendance	<p>The school has a phased approach to supporting attendance. Individual pupil attendance patterns are monitored by EWO/ Attendance officer/ Progress Leader each week. The school is quick to put in place an intervention/support package. The threshold for intervention and support to begin is higher for PP pupils than non-PP. Morning absence calls start with PP pupils, with issues preventing attendance resolved as soon as possible. Where pupils do not attend because of a barrier to school e.g., uniform/transport, PP funding is used to ensure issues are resolved. To minimise the impact of Covid on attendance the school expectation is that when pupils are well enough, they access their lessons through teams and continue with their education. The late gate has been introduced at the start of Autumn 2 as a deterrent to try to improve lateness to school.</p>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Behaviour systems	<p>Achievement through caring is a culture adopted by the school. Pupils receive relentless support to achieve their absolute best. Positive relationships are fostered by the behaviour for learning system that is underpinned by a restorative approach. Staff CPD has focussed upon this area.</p> <p>Reward and consequence systems are applied consistently, with stakeholders receiving updates on their use e.g., Form tutors share lesson grading and attendance information at weekly sessions and discuss with pupil's areas for improvements and praise their successes. Rewards involve multi offers so that PP pupils do not feel put off their celebrations e.g., it doesn't have to be a non-uniform day that is selected. Form tutors use assembly time to offer mentoring where pupils have been absent or received poor lesson gradings.</p> <p>Achievement through Caring rewards are celebrated each term, and these have proportionated representation.</p> <p>For pupils that require further support with their behaviour the school uses person centred plans. The content of which can range from reward and recognition reports, access leader support, time outs, timetable adjustments.</p>	<p>"Both targeted [behaviour] interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall</p>	5

	<p>One reason identified as a factor in multiple exclusions were unsuccessful readmit meetings. These are not allocated to a single deputy headteacher who works with the parent to ensure they are able to attend and support. This also means that pupils receive more adequate support from the safeguarding team.</p> <p>The school has altered the place and layout of the student services area so that students who require emotion regulation support can do so in the boundaries of a private area. They can decompress without accessing the main school site. By reducing the opportunity to abscond around the school site whilst dysregulated the opportunity to get into further trouble has been reduced e.g., opportunity to verbal abuse has been limited. This aims to reduce exclusions used for verbal abuse or absconding.</p>	<p>disruption and provide tailored support where required.” EEF Teaching and Learning Toolkit</p>	
Alternative provision	<p>The school uses AP to support pupils that lack engagement.</p> <p>At key stage 4 this involves an increased curriculum offer through vocational courses at Post 16 colleges including Reaseheath and Renu. The pupils that receive this enhance offer are overrepresented by pupil premium students.</p> <p>AP is also used for pupils that require support for SEMH SEND needs. SEND pupils are overrepresented by PP pupils. These pupils are offered specialist AP that focuses on pupil well-being through mentoring e.g., Fordhall Farm, Bright Star Boxing, Lifeshed and Crossbar Coaching.</p>		5, 8
Tutor time/ Personal development programme	<p>Personal development opportunities are extensive. Personal development lessons focus on both the knowledge and skills needed to be happy, independent and responsible young adults. The curriculum intent is specific to our pupils with the risks identified and addressed. The programme is complimented with opportunities to develop British values through a citizenship calendar of current world and local events. There are opportunities for pupils to develop their personal skills e.g., Leadership, emotion regulation. To build the feeling of belonging there are a series of House competitions where children work as part of a team. The school council operates during tutor time so that the whole school opinion can be canvassed with an online voting system. Sixth Form act as leaders of School Council providing role models for younger pupils.</p>	<p>https://pshe-association.org.uk/curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RS E and Health Education.pdf</p>	

yaPPer	yaPPer is used to share information about PP students in terms of hobbies, interests and careers aspirations. At the start of each academic year, an activity takes place in form time for form teachers to get to know their PP students – this information feeds the yapper. The yapper allows staff to build relationships more quickly with their PP learners and enables them to plan their lessons in an equitable way.		
Online Parents Booking system	We use an online booking system for parents’ evenings to increase the possibility of parents/carers making appointments. Priority bookings will be made available for key groups of students (PP/PA) in advance of the rest of the cohort. After a week of bookings being made available, a reminder request will be sent out to these key groups. And a follow up call will be made via form tutor/progress leader. Discussions about barriers to accessing the event will be discussed and resolutions will be put in place.	“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” EEF, Teaching and learning toolkit	7
Contingency fund	A contingency fund will be set up to support any additional items that may be needed by disadvantaged students such as uniform or equipment.		

Total budgeted cost: £172,845

Part B: Review of outcomes in the previous academic year

As a school we are very proud of the changes we have made in terms of provision for disadvantaged students and although we are not necessarily seeing an impact on the data yet, we are seeing an impact in other areas. At the start of 2022-23, we had an external visitor in the school reviewing our PP provision, some quotes from her report can be seen below:

- The DHTPP continues to ensure that PP students are set attainment targets that align with their non-disadvantaged peers and students in Year 7 to 9 now have attainment targets that 'average out' to be the same as non-PP. Attainment is carefully tracked, and all staff have access to the information showing whether any student is on target or not. This means that teachers know which students need additional (equitable) approaches to help them meet their targets and/or catch up with non-PP peers.
- The aspect of the school's remit of 'achievement through caring' is very obvious and applied in equitable ways. For example, the routine of lining up in the morning (observed during the visit) allows form tutors to ensure that by the time students enter the building they are equipped and uniform meets standards. Those with any issues (e.g., wrong shoes) are quickly helped out (not punished). As noted in the previous visit, the equitable approach means that all students look the same once in lessons which is excellent for poorer students who don't 'stick out.'
- The Year 9 progress lead (PL) is very aware of who her PP students are and monitors their attitudes, attendance and attainment as a priority. Attendance of PP students has different trigger points for action, ensuring an equitable approach with those who need it most getting a bit more. The PL has recently found out that some students are not reading their pillar reports that are emailed home and is planning actions to ensure they are aware of the contents of the report. This is particularly important for PP students as research shows they are more likely to have inaccurate self-concept.

As a consequence of this visit, we amended our school strategy and put some short, medium, and long-term actions into motion.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.26 (compared to non-disadvantaged of +0.21). For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 39 (compared to non-disadvantaged of 48.29).

The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for non-disadvantaged pupils it was 50.2 – this demonstrates that whilst our attainment gap is evident, it is smaller than the national average. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15 – this demonstrates that our disadvantaged students make better progress than the national average.

DfE has strongly discouraged comparison of a school's 2022 and 2023 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have started tracking our internal data differently, and, at each pillar point we look closely at the disadvantaged attainment gap. In year 8, 9 and 10 the attainment gap is falling and if the current trend continues, the gap could close before the students reach the end of year 11. In year 11, the gap is stable but showing signs of opening – we are watching this very closely. In year 8, the gap is smaller than the other year groups but showing signs of widening. This level of tracking allows us to put interventions in quickly.

EBacc entry in 2023 for disadvantaged pupils was 14.7%, which is 14% below that for non-disadvantaged pupils.

Disadvantaged students had a total of 125 days of suspensions in 2022-23 which represents 51% of the exclusion days that year. We recognise that the level of suspensions for disadvantaged students is too high and have made some significant changes to our behaviour systems in 2023/24 to try to address this.

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.