

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Emmbrook School
Number of pupils in school /PP Year 7 35 Year 8 31 Year 9 20 Year 10 33 Year 11 25 Year 12 4	1284 / 149
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022 – 2023 <u>2023 - 2024</u>
Date this statement was published	July 2023

Date on which it will be reviewed	January 2024
Statement authorised by	Nick McSweeney (Headteacher)
Pupil premium lead	Taj Bhambra
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,320
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	£110,320

1 HIGH QUALITY TEACHING

Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

LFY, PWH, SBA, TBH

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

LFY, SBA

Mentoring and coaching

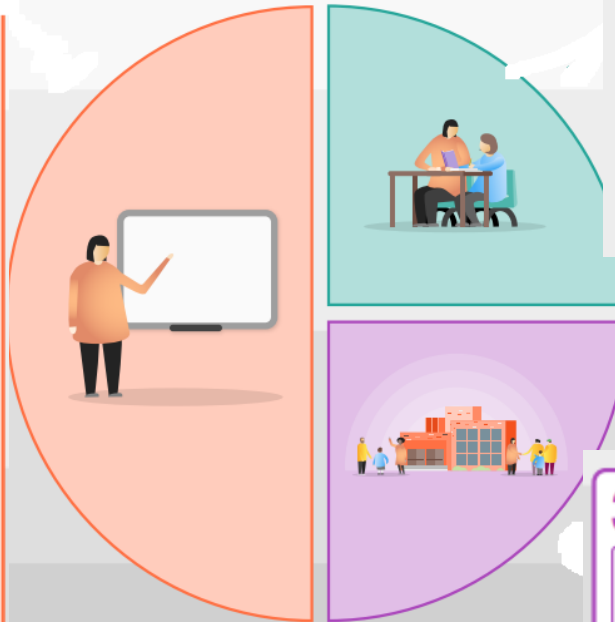
HPP = RED
Teachers = LFY

Recruitment and retention of teaching staff

NM

Technology and other resources focussed on supporting high quality teaching and learning

LFY, CURL



2 TARGETED ACADEMIC SUPPORT

Interventions to support language development, literacy, and numeracy LPA, SBA

Activity and resources to meet the specific needs of disadvantaged pupils with SEND SBA, TBH

Teaching assistant deployment and interventions SBA

One to one and small group tuition LPA, SBA

Peer tutoring SBA

3 WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs RRI, SBA

Supporting attendance RRI

Extracurricular activities, including sports, outdoor activities, arts, culture and trips CJO

Extended school time, including summer schools CJO

Breakfast clubs and meal provision SBA

Communicating with and supporting parents TBH

Part A: Pupil premium strategy plan

Statement of intent

Our aim at The Emmbrook School is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at The Emmbrook School. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at The Emmbrook School.
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality intervention and support
- ensuring all vulnerable learners are ready to learn through access to a specific provisions, equipment, uniform and resources.
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and mental health support

Achieving these objectives:

The range of provisions available at The Emmbrook School include but are not limited to:

- Frequent monitoring and intervention implemented to support individual needs

- Academic support which includes in class support and small group withdrawal
- Academic mentoring for students in Y10/11 with leaders providing support and guidance to support both academic and pastoral needs
- Running a breakfast club to ensure vulnerable learners are prepared for the day
- Tracking and monitoring attendance to provide intervention and support where a need is identified
- Frequent contact and support with parents regarding uniform, equipment, extracurricular activities, trips and revision resources
- Providing laptops to support with access to homework and remote learning
- Providing priority access to student support and careers support advisors

Challenges

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

Challenge number	Detail of challenge
1	Overall progress data of disadvantaged students at KS4. (-0.49 2019 examination data)
2	Attendance and persistent absence of PP students.
3	Lower aspirations & ambitions to succeed
4	Access to school, resources, learning and wider cultural capital opportunities.
5	Whole school CPD development on disadvantaged students and strategies to support success
6	Effective 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.

Intended outcome	Success criteria
To close the attainment and progress gap for our disadvantaged students at KS4.	<ul style="list-style-type: none"> The aim is for P8 to be greater than 0.
Improve attendance for disadvantaged students.	<ul style="list-style-type: none"> Attendance to be improved on previous years and working towards being above national average.
To create a culture of high aspirations and ambitions for our disadvantaged students.	<ul style="list-style-type: none"> An increase in engagement, attendance, behaviour and academic outcomes All PP students are able to take their next steps post 16
To ensure PP students are equipped for school and maximising their learning inside and outside of school.	<ul style="list-style-type: none"> All PP students are equipped with resources/equipment to maximise learning Extra-curricular, trip, and intervention attendance increases for PP students by 50%
All staff are actively contributing to the success of PP students	<ul style="list-style-type: none"> Teachers employing T&L strategies to support the learning of PP students. (PP First) TAs and support staff to implement interventions and tailored support to increase the progress and success of disadvantaged students which raises attainment, attendance, literacy and numeracy etc. Outcomes of P8 & A8 increase for disadvantaged students. So that P8 is greater than zero Disadvantaged students' outcomes are in line with non-disadvantaged students in all subject areas. Disadvantages students are being discussed at every opportunity e.g. department meetings, CURL meetings to raise the profile.
Parents/carers of PP students are engaged in school, aware of their child's learning and understand how to support their child.	<ul style="list-style-type: none"> The attendance of disadvantaged students at parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.

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- Parent /carers surveys show engagement and satisfaction with school and school life.

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: £ 36000

Activity	Evidence that supports this approach	Autumn Term	Spring Term	Summer Term	Challenge number(s) addressed
A PP first approach – disadvantaged students are prioritised to ensure they receive high quality feedback and dialogue within lessons to raise engagement and progress levels	<p>Feedback is a high impact strategy for low cost. This will ensure that staff explicitly prioritise disadvantaged students and become more familiar of their needs. Live feedback ensures that learning is consistently modelled and scaffolded within lessons and will support student reflective skills of learning.</p> <p>The use of effective questioning and purposeful interaction is an effective strategy for low cost. It also aims to improve the relationships with disadvantaged students and their teachers increase self-worth and aspirations</p>	<p>T&L PP first approach T&L policy to be re-circulate and specific strategies to be reference to enable successful implementation within the classroom.</p> <p>Use of CPD and Department Meetings to share good practice to ensure PP first remains a priority for all staff and to enable staff to identify and embed the most effective forms of feedback/questioning is utilised.</p>	Learning walks/student voice to be completed as part of the QA process and reflect on disadvantaged progress and engagement.	Continue to refine and embed this approach responding to feedback and observations of the QA process ready for September 2022	1,3,5

<p>Stronger focus and tilt towards addressing the needs of the most vulnerable pupils through policy and practice. Greater sign-posting to vulnerable pupils' outcomes through SLT and CURL meeting through CURL toolkit</p> <p>Scheduled work scrutiny following monitoring cycle and QE process (Additional support and intervention for identified pupils,</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments</p>	<p>CURL meetings with SLT link with clear PP focus using CURL toolkit and teacher handbook</p> <p>Agreed schedule by SLT of work scrutiny</p>	<p>All subject areas know who are the under-performing PP students</p> <p>Carry out work scrutiny and feedback to CURL</p>	<p>Additional support put in place</p> <p>1 sub-level in CORE over 2 terms minimum improvement</p> <p>Carry out work scrutiny and feedback to CURL</p>	
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<p>tracked by SBA (for SSU intervention)</p> <p>Instigate homework club for SEND/PP pupils (Fewer missed Homework / improved monitoring)</p>			<p>Establish homework club for PP pupils</p>	<p>Improved home learning grades through monitoring</p> <p>20% improvement in home learning grades KS3</p>	
<p>Implement the reading strategy and enhance library access</p>	<p>By embedding a reading strategy across the school will encourage independent reading and widen the focus and understanding of literacy across all aspects of the curriculum. It will support all aspects of a student's development in regards to progress, attainment and engagement.</p>	<p>High quality CPD session - Launch new reading strategy to all staff</p> <p>Department focused in implementing strategy across department</p> <p>Recruitment of an admin library post.</p>	<p>Learning walks/student voice to be completed as part of the QA process and reflect on the implementation of reading strategy</p> <p>Continued high quality CPD to support the implementation of the reading strategy across the school</p> <p>Introduction of a reading buddies/book club</p>	<p>Library space becomes a purposeful learning environment which facilitates lessons/addition provisions to support the engagement and progress of students</p> <p>Reflect on the impact of reading buddies/book club scheme</p>	<p>1,4,5</p>

<p>Interventions to support language development, literacy, and numeracy</p> <p>-lucid screening' and identifying unmet needs</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach</p> <p>Intervention against low scores leading to improvement</p>	<p>Lucid screening to assesses all PP pupils</p>	<p>Support pupil progress against identified needs through targeted intervention</p>	<p>Improvements in outcomes through SISRA monitoring</p>	
<p>Reflection of the KS4/KS5 Curriculum to see if the subject being offered are fit for purpose especially for our disadvantaged students with a long-term plan to enable high levels of engagement and access to a purposeful and meaningful curriculum for all.</p>	<p>If will can ensure a broad and accessible curriculum for all, all aspects of learning and engagement with school should increase positively impacting attainment, attendance, behaviour etc.</p>		<p>Options process for year 9 students – work with disadvantaged students within this process to get an insight/feedback in regards to their experience.</p>	<p>Complete disadvantaged student voice in terms of the current curriculum offer research/visit other schools to get an insight into their curriculum and how it is positively impacting disadvantaged students with the intention to start working on</p>	<p>1,2,3,4</p>

<p>Extracurricular & Enrichment</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning</p>	<p>Audit extra-curricular provision and participation</p>	<p>Launch opportunities with PP pupils through YL and form tutor</p>	<p>curriculum adaption in 2022/23. Every PP student engaged in an activity</p>	
<p>Develop, recruit and retain the best members of staff</p> <p>Professional development on evidence-based approaches</p>	<p>By having high quality teachers across all subject areas' students will experience outstanding teaching and learning experiences which in turn will positively impact all students supporting them in becoming well-rounded individuals who achieve their ambitions and flourish in life.</p> <p>Supporting continuous and sustained professional development (PD) on</p>	<p>High quality CPD sessions and the opportunity to share good practice across the school (Nov INSET)</p> <p>PP focused CPD strategies for teachers through INSET</p>	<p>Recruitment Process for September 2022 to be rigorous to ensure we are employing our high-quality teachers</p> <p>Look at opportunities across the school community which could support with the retention of staff e.g. TLR opportunities</p> <p>PP focused CPD strategies for teachers through INSET</p>	<p>New Staff Induction Day</p> <p>All new posts in place ready for September 2023</p> <p>Reduction in behaviour points</p>	<p>1-6</p>

<p>Staff Mentoring & Coaching</p>	<p>evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice</p> <p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting</p>	<p>Reduction in on-calls and sanctions</p>	<p>Reduction in on-calls and sanctions</p>	<p>Increase in Reward points</p> <p>20% increase in Reward points</p> <p>20% reduction in behaviour points</p> <p>QFT evidenced through T&L policy and practice</p>	
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<p>Teaching assistant (TA) deployment and interventions to support pupil learning</p>	<p>a mentoring or coaching approach improved academic monitoring strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring</p> <p>TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>	<p>Training opportunities and need identified with SENCO</p>	<p>Launch of schedule with support staff</p>	<p>At least 50% of support staff to have received at least 1 professional training opportunity</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28000

Activity	Evidence that supports this approach	Autumn Term	Spring Term	Summer Term	Challenge number(s) addressed
<p>KS4 1:1 Academic/Pastoral Mentoring</p> <p>One to one and small group tuition and small group intervention. Activity and resources to meet the specific needs of disadvantaged pupils</p> <p>Peer tutoring</p>	<p>1:1 guidance to support their progress will ensure it is a key priority for all stakeholders. Leadership will be able to identify their barriers to learning and any strategies needed to meet their educational and emotional needs and ensure their personalise plans are having a positive impact.</p> <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching</p>	<p>Identified KS4 students allocated a mentor</p> <p>Identify PP pupils who need additional support with CURLs and SENCO and schedule intervention</p> <p>Pupil voice to gather initial feedback</p>	<p>Weekly mentoring meetings to be structured in to discuss academic/pastoral progress and setting targets to support this.</p> <p>Intervene and track</p>	<p>Review mentoring is it having an impact – look at attainment and behaviour, attendance etc data to support this.</p> <p>Progress over time through monitoring</p> <p>1 sub-level in CORE over 2 terms minimum</p> <p>Progress over time through monitoring</p>	<p>1</p>

	support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership.			1 sub-level in CORE over 2 terms minimum	
Careers support and guidance for KS4 students	Career guidance and support for our KS4 students to guide and prepare them for their post 16 steps to allow them to be able to identify steps and goals they need to achieve to enable this to happen.	Ensure all disadvantaged students have their careers interview in term 1	RSE curriculum to support careers and next step advise. Additional opportunities to work with our careers lead in school to support this. Year 11 Year Leader to ensure disadvantaged students have potential next steps in place and personalised support offered if needed.	All disadvantaged students are secure in post 16 options.	3
Revision Clubs at KS4	Extended school time for KS4 students will allow them additional expertise and focus for examinable courses to support progress and attainment	Track disadvantaged students' attendance at revision clubs during term 1.2 Subject offering the opportunity to be in the classroom or via Teams to support attendance.	Utilising personalised plans for Year 11 disadvantaged students and identify and overcome any barriers that may be preventing them from attending e.g. minibuss transport support.	Targeted support and direction for specific disadvantaged students in the preparation for their summer exams in regards to their attendance at revision clubs	1

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

Budgeted cost: £ 51300

Activity	Evidence that supports this approach	Autumn Term	Spring Term	Summer Term	Challenge number(s) addressed
PP Representative Group	By creating a disadvantaged student representative group we will be able to give a voice to students and respond to the needs and feedback given to enable us to overcome the challenges identified within this strategy.		Representative group set up in school	Responding to the feedback of the group to move the PP strategy forward for September 2023.	4
Breakfast/Homework Provision KS3	Homework/breakfast provision club to enable students to continue their learning before and beyond the school day, whilst accessing expertise guidance to support learning on top of lending this provision to support personal and pastoral needs too. The provision can also provide opportunity for students to engage with activities that they may not be able to access at home due to potential barriers e.g. funding	Explore ways of implementing this provision via SSU, Year Leaders, support staff run etc.	Implement the provision	QA process to see if it is positively impacting our disadvantaged students	3
A continued and sharpen focus on disadvantaged students' attendance	By increasing the attendance of students and accessing learning there is a clear correlation that progress and attainment should increase. There is a clear link between poor attendance levels and lower academic achievement.	Year Leaders to follow a PP first approach in attendance meeting: Barriers identified, meetings with parents and strategies put into place to increase their attendance levels.	Interventions implemented to support attendance through looking at the barriers identified in term 1 to see if we can remove these e.g. Minibus Transport for KS4, Rewards/Recognition for KS3.	Actions reviewed and on-going	2

		<p>Utilise the year leader admin link/attendance officer to prioritise contact to PP students when they are absent.</p> <p>Weekly reports created to monitor attendance of disadvantaged students to respond to and put in intervention to support</p> <p>Tutors to complete a PP first approach in weekly attendance conversations.</p>			
<p>To continue to utilise and review SSU, Behaviour Team/pastoral support and the intervention they can provide to support our disadvantaged students</p>	<p>A positive experience of school and tailor support and intervention will improve engagement and interaction in school</p>	<p>To continue to embed the systems in place e.g. referral to SSU, external providers to support student's engagement with school</p> <p>To continue to implement and embed the behaviour policy across school</p> <p>RSE curriculum tailored to support needs e.g. well-being</p>	<p>On-going throughout the academic year</p>	<p>On-going throughout the academic year</p>	

Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted	Identify PP pupils with SENCO and SSU for scheduled intervention (emotional)	Intervention to take place	Improved wellbeing through student voice Stronger attendance	
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Total budgeted cost: £110320

Code	EEF Strand	Impact
A	Metacognition and self-regulation	7
B	Reading comprehension strategies	6
C	Oral language interventions	6
D	Feedback	6
E	Collaborative learning approaches	5
F	Mastery learning	5
G	Peer tutoring	5
H	Phonics	5
I	One to one tuition	5
J	Homework	5
K	Teaching Assistant Interventions	4
L	Parental engagement	4
M	Social and emotional learning	4
N	Behaviour interventions	4
O	Small group tuition	4
P	Summer schools	3
Q	Reducing class size	2
R	Mentoring	2

EEF Ref	Resource	Focus	Purpose	AIM	Reporting	One-off or On-going	Cost / Cost outright	Weekly hours	Row total
L	SDHT	L&M	Teacher of PP, PP Lead - oversight, L&M, PP Strategy, Reporting to LAB	Delivery of PP Strategy	T1.1 summary strategy report	OG	20	5	100
Q, N, M,D, B	SDHT	TLA	Teacher of PP AP	SPI & Residual (SISRA) to be green	Usual subject monitoring	OG	20	7.5	150
M,N	DHT	Attendance	Attendance, reporting, L&M; managing attendance plans, behaviour plans and oversight	Improve attendance so in line with non-PP	T1.1 PP attendance	OG	20	3	60
Q, N, M,D, B	DHT	TLA	Teacher of PP AP	SPI & Residual (SISRA) to be green	Usual subject monitoring	OG	20	5	100
N	LM	Attendance	Administration of PP resources, well-being and attendance intervention	Improve attendance so in line with non-PP	Weekly PP reports; follow-up	OG	20	5	100
N, L	SWO	Attendance	Attendance 'challenge' through YL meetings and with EWO	Improve attendance so in line with non-PP	Attendance plans for PP <90%	OG	20	5	100
L,N	YL (4)	Attendance	Attendance (additional focus on PP)	Improve attendance so in line with non-PP	Own assembly material	OG	20	8	160
L,N	DHT	Behaviour & Attitude	L&M responsibility for emotional/behaviour of PP; PSPs	Improve engagement; reduce sanctions; increase reward;	Behaviour plans & PSPs	OG	20	8	160
A,L,N	SBM	TLA	Teacher of PP AP; focus on Y11 PP		Usual subject monitoring	OG	20	8	160
M,O,B,I,K,R	SENCO	L&M	Support for vulnerable pupils including PP with SEND	SPI & Residual (SISRA) to be green	T1.1 Impact report; SSU trackers	OG	20	10	200
Q, N, M,D, B	SENCO	TLA	Teacher of PP AP	SPI & Residual (SISRA) to be green	Usual subject monitoring	OG	20	7.5	150
	SEN Manager	L&M	Administration PP with SEND	Support high outcomes through providing resources and support	support SENCO reporting	OG	20	5	100
E,C,J,B	AHT (T&L)	TLA	Provision; CPD focus on PP strategy through revamped policy		Policy updates; CPD	OG	20	5	100
L,N	AHT (Y9/Y10)	Behaviour & Attitude; TLA	Leadership of inclusion and achievement focus on PP/SEND	SPI & Residual (SISRA) to be green; reduced sanction points; increased reward points	Monitoring reports	OG	20	3.5	70
L,N	AHT (Y7/Y8)	Behaviour & Attitude; TLA	Leadership of inclusion and achievement focus on PP/SEND	SPI & Residual (SISRA) to be green; reduced sanction points; increased reward points	Monitoring reports	OG	20	3.5	70
L,N,J,R	AHT (Core)	Behaviour & Attitude; TLA	Leadership of inclusion and achievement focus on PP/SEND	SPI & Residual (SISRA) to be green; reduced sanction points; increased reward points	Monitoring reports	OG	20	5	100
K	CURL focus	TLA	Leadership of all pupil outcome focus on PP/SEND	SPI & Residual (SISRA) to be green	Monitoring reports	OG	20	5	100
M,L,R	PP Champion	Personal Development	to provide mentoring support for identified pupils	Increase resilience and enjoyment of school	mentoring updates	OG	20	5	100
M,L,R,A,B,C,D E,H,I,M,N,R	SSU (4)	Personal Development	SEMH support for vulnerable pupils 'at risk' PP	Improve engagement; reduce sanctions; increase reward;	targeted interventions against success criteria	OG	20	20	400
	Reflection (2)	Behaviour & Attitude	Behaviour support for vulnerable PP pupils to improve engagement	Improve engagement; reduce sanctions; increase reward;	behaviour reports	OG	20	20	400
	AHT (Assessment)	Outcomes	Publication of monitoring data to support all pupil focus on PP/SEND	SPI & Residual (SISRA) to be green	Monitoring reports	OG	20	1	20
J,	SLT (7)	Outcomes	work scrutiny of PP/SEND following monitoring analysis	Support high outcomes through providing resources and support	work scrutiny feedback	OG	100	0.25	25
M,	Ringfenced	Personal Development	Trips; resources outside speakers; opportunities	Ensure PP pupils have access to rich and diverse extra-curricular activities	allocations	OO	10000		10000
								Weekly cost	2925
								Annual	115300

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 2021 to 2022 academic year.

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met

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.

Intended outcomes - a review of The PP Strategy for 2022-23

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	Evaluation
1	To close the attainment and progress gap for our disadvantaged students at KS4.	<ul style="list-style-type: none"> P8 score is improved from our last examination outcome in 2019 which was -0.49 The aim is for P8 to be greater than 0. 	This was not achieved for Y11
2	Improve attendance for disadvantaged students.	<ul style="list-style-type: none"> Attendance to be improved on previous years and working towards being above national average and in line with non-disadvantaged students. 	Attendance for all pupils, including PP has improved over last year. The Gaps is also narrower. It is not above national average.
3	To create a culture of high aspirations and ambitions for our disadvantaged students.	<ul style="list-style-type: none"> An increase in engagement, attendance, behaviour and academic outcomes. All disadvantaged students are able to take their next steps post 16. 100% of students having a post 16 provision secured. 	With the exception of a small number of high needs pupils, engagement and behaviour is on par with peers. There are plans for this small cohort. There are no NEET

4	To ensure PP students are equipped for school and maximising their learning inside and outside of school.	<ul style="list-style-type: none"> All disadvantaged students are equipped with resources/equipment to maximise learning Extra-curricular involvement needs raising through increased opportunity 	<p>All pupils have the necessary equipment and support they need to access their learning successfully</p> <p>All pupils have attended at least one club, trip or activity this year</p>
5	All staff are actively contributing to the success of PP students	<ul style="list-style-type: none"> Teachers employing T&L strategies to support the learning of PP students. (PP First) TLA's and support staff to implement interventions and tailored support to increase the progress and success of disadvantaged students which raises attainment, attendance, literacy and numeracy etc. Disadvantages students are being discussed at every opportunity e.g. department meetings, CURL meetings to raise the profile. 	<p>This has been a focus of CPD this year (adapting and tilting teaching)</p> <p>All TA's are aware of who the DIS pupils are in their classroom and will support them as necessary</p> <p>Progress is strong at KS3 for DIS pupils</p> <p>This is true in many subject areas, but not all. In some subjects (such as PE or Tech, DIS pupils outperform peers)</p> <p>All SLT link department meetings discuss the progress of DIS pupils as Item 1</p>

6	<p>Parents/carers of PP students are engaged in school, aware of their child's learning and understand how to support their child.</p>	<ul style="list-style-type: none"> • The attendance of disadvantaged students at parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. • Parent /carers surveys show engagement and satisfaction with school and school life. 	<p>This remains work in progress</p> <p>The most recent information suggest that this is the case for the vast majority of parents and carers</p>
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2-Yr Progress Summary

	Intended outcome	Success criteria	Evaluation Y2	Evaluation Y1
1	To close the attainment and progress gap for our disadvantaged students at KS4.	<ul style="list-style-type: none"> P8 score is improved from our last examination outcome in 2019 which was -0.49 The aim is for P8 to be greater than 0. 	This was not achieved for Y11	FFT P8 data shows PP P8 =-1.34
2	Improve attendance for disadvantaged students.	<ul style="list-style-type: none"> Attendance to be improved on previous years and working towards being above national average and in line with non-disadvantaged students. 	Attendance for all pupils, including PP has improved over last year. The Gaps is also narrower	Attendance has improved for disadvantaged pupils but the attendance gap against non-PP is still significant, as is the gap against national figures from DfE, but improving
3	To create a culture of high aspirations and ambitions for our disadvantaged students.	<ul style="list-style-type: none"> An increase in engagement, attendance, behaviour and academic outcomes. All disadvantaged students are able to take their next steps post 16. 100% of students having a post 16 provision secured. 	With the exception of a small number of high needs pupils, engagement and behaviour is on par with peers. There are plans for this small cohort. There are no NEET	Evidence of better engagement lower down the school at KS3 from behaviour and inclusion data. This has been achieved with zero NEET
4	To ensure PP students are equipped for school and maximising their learning inside and outside of school.	<ul style="list-style-type: none"> All disadvantaged students are equipped with resources/equipment to maximise learning Extra-curricular involvement needs raising through increased opportunity 	All pupils have the necessary equipment and support they need to access their learning successfully All pupils have attended at least one club, trip or activity this year	This has been achieved across the school and in all year groups Post-pandemic, the school continues to grow its extra-curricular provision this year with a clear aspiration of ensuring every disadvantaged pupil engages with some form of extra-curricular activity either within school, or outside.
5	All staff are actively contributing to the success of PP students	<ul style="list-style-type: none"> Teachers employing T&L strategies to support the learning of PP students. (PP First) 	This has been a focus of CPD this year (adapting and tilting teaching)	This has been more successful in some departments than other.

		<ul style="list-style-type: none"> • TLA's and support staff to implement interventions and tailored support to increase the progress and success of disadvantaged students which raises attainment, attendance, literacy and numeracy etc. • Outcomes of P8 & A8 increase for disadvantaged students. • Disadvantaged students' outcomes are in line with non-disadvantaged students in all subject areas. • Disadvantages students are being discussed at every opportunity e.g. department meetings, CURL meetings to raise the profile. 	<p>All TA's are aware of who the DIS pupils are in their classroom and will support them as necessary</p> <p>Progress is strong at KS3 for DIS pupils</p> <p>This is true in many subject areas, but not all. In some subjects (such as PE or Tech, DIS pupils outperform peers)</p> <p>All SLT link department meetings discuss the progress of DIS pupils as Item 1</p>	<p>Consistency of application of T&L policy remains a focus.</p> <p>This is partially successful – in Y7 for example where gaps across core subjects are minimal. This has been successful</p>
6	<p>Parents/carers of PP students are engaged in school, aware of their child's learning and understand how to support their child.</p>	<ul style="list-style-type: none"> • The attendance of disadvantaged students at parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. • Parent /carers surveys show engagement and satisfaction with school and school life. 	<p>Whilst this has improved over last year, our aim is to get to 100%</p> <p>The most recent information suggest that this is the case for the vast majority of parents and carers</p>	<p>This has not been successful</p> <p>This has been evident through parent surveys</p>

