SHEVINGTON HIGH SCHOOL

STRATEGY STATEMENT

2023-24

Life is what you make it !

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Shevington High School
Number of pupils in school	883
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2023 to July 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	J Grant (Headteacher)
Pupil premium lead	L Johnson (Deputy Headteacher)
Governor / Trustee lead	L Dudding (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-2024	£156,285
Recovery premium funding allocation this academic year	£41,676
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£197,961

Part A: Pupil Premium Strategy Plan

STATEMENT OF INTENT

Through our values and personalised approach to learning we expect students to achieve the highest academic excellence, recognise opportunities, have a positive view of challenges and dare to think in new ways -to be creative- and realise that "life is what I make it!"

Shevington High School uses Pupil Premium funding in the following ways to support those students that need additional help in order to achieve success in line with school and national expectations. We will strive to ensure that students from more disadvantaged backgrounds are provided with the support and guidance necessary to assist and encourage them to achieve more.

We want every student through personalised learning and clear goals to stretch their boundaries and learn more than they thought possible. Our Core Values -
- All students are different and we allow them to personalise the pace, depth and ways of learning.
- Students need challenging goals and to be held to clear requirements.
- Education for life requires the knowledge, skills and a chance to develop a broad range of personal skills.
- Life is what you make it. Students need to understand they have to invest in their futures.
- An ethic of excellence should underpin everything we do.

Our strategy is informed by up to date and relevant evidence based research by a number of organisations including; EEF (Education Endowment Foundation), The Sutton Trust & NFER (National Foundation for Education Research), OECD & PISA. Our quality first teach strategy is also informed by the principles of instructional coaching outlined in Tom Sherington and Oliver Caviglioli's, 'Walkkthrus.' This strategy also includes how we will support pupils to 'catch-up' as a result of Covid related school closures and periods of isolation, ensuring additional funding is directed to the identified areas of highest need. The strategies that we implement will be responsive to the current educational challenges, and individual needs, rooted in robust diagnostic assessment. We have adopted the following principles to ensure the strategy is successful.
- High quality of education through quality first teaching
- Improving behaviour and attendance through high quality pastoral and attendance support
- Meeting individual learning needs through investigating all aspects of PP pupils profiles and planning support and intervention as required
- Effective curriculum implementation through effective deployment of staff; continuous monitoring and enhancement to meet needs; effective strategy based on data and robust evidence; teachers and leaders at all levels use data to effectively to plan and respond to students needs
- One to one and small group tutoring.
- Effective coaching and smaller form tutor groups

Our ongoing investment in ICT facilities and ICT software, whilst benefiting all students, particularly benefits those who do not have appropriate access to ICT devices at home and complements our Bring Your Own Device (BYOD) policy. Spare devices throughout the school provide opportunities and access to the Google Classroom and other school websites and other aspects of our ICT portfolio used by the school to engage students and enhance their learning and progress.

CHALLENGES

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

Challenge number	Detail of challenge
1	**Academic Performance** ● Gaps in learning or misconceptions due to poor or interrupted attendance to school ● Low literacy levels upon entry for some PP learners ● Low numeracy levels upon entry for some PP learners ● Progress and Attainment for PP learners is below non PP learners particularly for pupils who are either MPA or HPA on entry. ● Lack of resilience to tackle academic work perceived to be difficult. ● Difficulties in responding to questions that require extended writing. ● Poor digital skills and/or ability to present written work effectively to aid future revision ● Poor engagement with homework, leading to increasing gaps between those that do complete knowledge organiser based learning homeworks and those that do not. ● Poor engagement with coaching opportunities ● Lack of knowledge of future educational opportunities or career aspirations.
2	**Access to wider opportunities** ● Lack of motivation, self-esteem and low education aspirations to engage in independent study outside of the classroom. ● Access to enrichment opportunities ● Financial challenges curtail some PP learners from seeking wider opportunities
3	**Pastoral Support** ● Low attendance levels ● Poor attitude to learning ● Wider economic impact - including lack of access to funding for travel to school, travel to enrichment and revision sessions ● Lack of parental engagement and support ● Self confidence and self regulation

	● Poor engagement with coaching opportunities. ● Mental health, anxiety, emotionally based school avoidance or sleep issues

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
1. Reduction in the gaps in learning or misconceptions due to poor or interrupted attendance to school.	● Attendance over 94% or improved attendance for PP pupils leading to reduction in gaps in learning or interruptions to learning ● Pupils are signposted to key knowledge via knowledge organisers and google classroom so that pupils can catch up on missed key work if they are absent. This can be signposted via coaching discussions and one to one or small group tutoring in core subjects. Gaps in learning are reducing as evidenced in screening outcomes.
2. Increase in attainment in English and Mathematics for Pupil Premium learners.	● English KS4 exam data will show a diminishing gap between PP and non PP learners. ● Screening Data will show a diminishing gap between PP and non PP learners in English. ● Maths KS4 exam data will show a diminishing gap between PP and non PP learners. ● Screening Data will show a diminishing gap between PP and non PP learners in Maths.
3. Improvement in reading ages for those pupils who have a reading age below 10 or significantly below their chronological age.	● Reduction in the number of PP learners who have a reading age below 10 ● Reduction in the gap between the actual reading age and chronological age of pupils who previously had a significant gap
4. Improvement in the numeracy levels of PP learners who enter with numeracy skills below their peers.	● Screening and tasking data will show an improvement in Maths performance ● Numeracy Ninjas data will indicate an improvement in performance over time on this fortnightly quiz. ● Tutoring feedback and Maths QLAs will indicate progress in areas of underperformance ● Progress test data will indicate an improvement in numeracy scores
5. Increase in attainment and progress for Pupil Premium learners across all curriculum areas.	● KS4 exam data will show a diminishing gap between PP and non PP learners. ● KS4 exam data for MPA and HPA PP pupils will improve. ● Screening data will show a diminishing gap between PP and non PP learners in all subject

	areas
6. Pupil Premium learners demonstrate increased aspirations, self-esteem and resilience. PP pupils will have knowledge of future educational opportunities or career aspirations.	● The gap between P8 score for PP and non PP learners will narrow ● Destinations data will indicate that PP learners do not become NEET ● All KS4 pupils attend meeting with Careers Advisor (CIEAG) ● Pupil voice activities will show positive attitudes to school and to self ● Recognition of positive attitudes: rewards and class charts points will increase for PP learners ● Attendance to coaching of PP learners will increase ● Negative class charts points data and sanctions will decrease for PP learners ● Counselling, class charts notes and support records will indicate that students with low self esteem and resilience issues have accessed appropriate support contributing to improved performance over time. ● Screening ATL to indicate resilience in attitudes to learning at least in line with non PP learners.
7. Pupil premium learners will demonstrate ability to explain and apply strategies for extended writing in line with non PP students.	● Pupil voice will evidence positive attitudes and strategies known to tackle extended writing. ● Performance of PP students in subjects which require extended writing such as English, History and RE will be in line with the performance of non PP students, or the gap will be reducing.
8. PP pupils will demonstrate effective/improving digital skills and/or ability to present written work effectively to aid future revision	● All PP pupils have regular access to a chromebook or similar device. ● PP pupils will be have the skills to use their device effectively ● Presentation of PP work will be improved and in line with non- PP pupils.
9. PP pupils will engage with homework, leading to decreasing gaps between those that do complete knowledge organiser based learning homeworks and those that do not.	● ATL data for 'preparation' indicates that pupils are using knowledge organisers to prepare for their learning. ● Screening data will show a diminishing gap between PP and non PP learners in all subject areas
10. PP pupils will engage with coaching opportunities	● % of PP pupils will be in line with non PP pupils/gap between PP and Non PP coaching attendance will be diminishing.
11. Pupil Premium learners exclusion rates will be in line with non Pupil Premium students and / or the gap will be diminishing	● Behaviour Data will show that PP student exclusion rates are in line with non PP students or the gap is reducing.
12. Attendance of Pupil Premium learners will be in line with non Pupil Premium learners or the gap will be	● Attendance data will show that PP learners attendance is in line with non PP learners or the gap will be narrowing.

diminishing	
13. Pupil Premium students will have access to a broad range of additional curriculum and enrichment activities	● The number of PP pupils attending extracurricular activities will increase. Examples include but are not limited to the following; Drama club, Sporting activities, Duke of Edinburgh, Swedish KED Exchange
14. Pupil Premium pupils will demonstrate positive attitudes to learning	● Screening ATL data will show that PP learners' attitudes to learning is in line with non PP learners or the gap will be narrowing.
15. Pupil Premium with additional challenges such as mental health issues, anxiety, emotionally based school avoidance or sleep issues will access additional support or have strategies to tackle these.	● CPOMS, Counselling and Classcharts notes will indicate that support is in place or strategies have been provided to reduce the impact of additional challenges. ● Pupil voice will indicate that students/parents feel supported with these issues and the impact that they are having on performance is reducing.

16. There will be an increase in the engagement of Pupil Premium learners families and the school	● Data will show an increased number of PP student parents / carers attending parents evening (virtual or face to face) ● Data will show an increased number of PP student parents / carers attending parent/carer support meetings. ● Data to show and increase number of PP student parent / carers attending Review Day meetings

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: £87,147

Activity	Evidence that supports this approach	Challenge addressed
Continuous Professional Development CPD will have a focus on quality first teaching including the redevelopment and consistent use of the Shevington Teaching Framework guided by the principles in Walkthroughs. ● Investment in time and CPD to review, redesign and develop the Shevington teaching Framework embedding the CPD related to 'Walkthroughs' that is being used as a core text for the development of teaching and learning in this academic year.. **Prepare phase -** Recall and retrieval quiz to start every lesson. **Propose phase** - Present the big picture, learning intention and set goals to set out the 'WHY' of the lesson. **Instructional phase -** Explicitly teach and model the concept, skills and knowledge. **Shared Practice Phase** -Develop student understanding of the knowledge/skill through **shared** activities or tasks. **Independent Practice Phase** -Ensure **independent** and uninterrupted practice through a sustained task. **Plenary Phase -**Review and consolidate learning with links to future learning. ● QFT strategies to be used to support PP SEND students alongside other individualised support plans for this group of learners. These strategies are being shared and highlighted at multiple staff training and CPD opportunities. A PP tracker for y11 is being developed to track the range of strategies employed by each students' teachers and to track their impact.	The greatest way to improve outcomes for young people is within the classroom. The international study based on PISA research (Barber & Mourshed, 2007) concluded that: ● the quality of an education system cannot exceed the quality of its teachers ● the only way to improve outcomes is to improve instruction ● this means taking professional development into the classroom and making it routine. EEF Toolkit research-based evidence suggests: ● Feedback +6 months ● Peer tutoring +5 months ● Reading comprehension strategies +6 months ● Mastery learning + 5 months ● Social and emotional learning +4 months Tom Sherrigton and Oliver Caviglioli's 'Walkthrus' outlines a range of Instructional Coaching Strategies that support Quality First Teaching. In 2023-4 as a school we are particularly implementing strategies outlined in the Explaining and Modelling and Questioning and Feedback sections of this study. This includes	1, 2 & 3

Teaching, Learning and Leadership Activities
 	
● To develop curriculum and pedagogical approach to increase independence and student ownership (SAIL.)
● Development of Whole school literacy; fortnightly form time real aloud literacy session dedicated reading time allocated during English lessons, accelerated reading programme and the use of the MYON E-library.
● Data analysis; HOF/HOD carry out analysis on PP learners following screening throughout the year, use of SISRA to identify areas of strength and areas for development.
● Broad PSHCE Curriculum including Wellbeing delivery via google classroom and access to appropriate mental health and well being support via mental health ambassadors and counselling services.
● Increase in the number of classes in Core subjects to 8 per year group which reduces class sizes and allows for greater support for those particularly in lower teaching groups.
 	
Development of a wider range of Y10 and Y11 courses to include more vocational learning
 	
● Increase in the number of options choices in Y10 to include a wider range of courses, number of places in high popularity subjects and vocational courses including:
    ○ Sports Studies
    ○ Hospitality and Catering
    ○ ICT course
    ○ Increased places in Art, photography, RE
	strategies such as Live modelling, Scaffolding, Cold calling, Show me boards, Checking for understanding, say it better, I do, we do you do.

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

Budgeted cost: £30,877

Activity	Evidence that supports this approach	Challenge addressed

Targeted academic intervention and support
 	
• Use of screening data to identify pupils in KS3 & KS4 at risk of
    ○ underachieving.
    ○ Use of NGRT and STAR reader reading age data to identify pupils with reading ages below 10 or below their chronological age.
• Student Coaching - Coaching Time
• Additional intervention using Recovery Premium funding - Targeted intervention of KS3 and KS4 students using: additional core subject enrichment.
• Extended school day P6, Pupil Premium students are targeted for after school intervention, support and transport support as required.
• Workshop- Subject Intervention Sessions - Begin later in autumn term.
• Pupil tracker created in conjunction with pupil, form tutor/coach, Head of Year and subject teachers. Regular monitoring of all PP pupils, additional learning time allocated to PP learners during form time and during P6 sessions.
 	
One to One and Small Group Maths and English Tuition
 	
• One to One, small group tutoring, or in class support in English and Maths to be delivered to PP pupils via their English and Maths lessons, base group, After school sessions, PSHE or PE time on a targeted basis.
 	
Transition and support
 	
• Pupil Premium learners will be identified in Y6 where extended transition is needed and encouraged to attend summer school which will support with a positive start to high school
• Additional transition sessions arranged as appropriate to support those with specific worries or needs related to moving to a new setting.
	Based on research, one to one tuition has a high impact for moderate cost. Short regular sessions result in optimum impact. EEF Toolkit research-based evidence suggests:
	
	• Summer school +3 months
	• Mentoring +2 months
	• Aspirations intervention +0 months
	• Extending school time +3 months
	• Homework +5 months
	• Parental engagement +4 months
	• Small group tuition +4 months
	• Physical activity +1 month
	• One to One tuition + 5 months
	• Mastery learning +5 months
	• Reading Comprehension Strategies +6 months
	• Reducing Class Sizes +2 months
	• Teaching Assistant Interventions +4 months
	• Meta-cognitiona nd Self regulation +7 Months
	• Feedback +6 Months
	
	EEF research identifies that effective classroom intervention is beneficial to address gaps in knowledge and skills.
		1, 2 and 3

Mental Health and Well-Being • Pupil Premium learners in need of mental health support and counselling will have access to one of the support services available in school. The school has secured support from an external counsellor, has its own in school counselling from a trained member of staff and also makes referrals to Wigan Family Welfare and CAMHS via Heads of Year.		

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

Budgeted cost: £79,937

Activity	Evidence that supports this approach	Challenge addressed
- Implementation of a revised behaviour and rewards policy across school. - Development of the use of class charts as a method to reward students more readily and with better parental communication about rewards as well as making parents and pupils aware of any necessary sanctions. - Increase capacity in the Pastoral Team within the school. - Dedicated non teaching Head of Year for each year group - School Inclusion officer. Development of the Inclusion Manager role to complete behavioural outreach work and reduce the number of suspensions and permanent exclusions. - Development of a school attendance monitor with a specific focus on home visits and attendance support seeking to get to the root of attendance issues and provide practical support and barrier removal. - Development of pastoral support assistant role which will include targeted focus on PP pupils. - Detailed attendance monitoring; rewards and intervention used to celebrate successes and address areas for development. - All students are coached and have reflective journals (log books) to set weekly learning goals and reflect on progress. - Pupil Premium learners will be prioritised for additional experiences and opportunities throughout their 5 years at Shevington High School - Engaging parents and carers in their child's education and learning through Google Guardian, text, email, social media, class charts notifications and in person events. - Continuation of the in-school counselling provision each week to provide urgent or planned counselling to students in need of mental health and well being support.	**EEF Toolkit** - Behaviour Interventions +4 months - Parental Engagement +4 months Behaviour interventions have a moderate impact for low cost. We will continue to develop a positive school ethos. Our evidence shows that Increased contact with HOY helps ensure students are ready to learn and barriers to learning (internal and external) are removed quickly and effectively. EEF evidence indicates that bespoke pastoral support packages that include attendance support have a positive impact on pupil attainment and family engagement and support. Parental Engagement also has a positive impact based on EEF evidence so strategies to increase parental engagement will also support progress for PP pupils. Evidence from Kunskapsskolan Schools Sweden and the OECD Learning Compass 2030, shows that regular weekly coaching of students that focuses on learning goals reflecting on progress made and planning independent study time, increases student agency, ownership and personalisation of learning. This then leads to increased aspirations towards education and supports the development of drive and determination 21st Century Skills EEF Toolkit research-based evidence suggests:	1, 2 and 3

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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.

School Overview					
School	Shevington High School				
Academic Year Review	2022-23	**Total PP budget** **Recovery Premium**	£155,630 £43,608	**Date of PP review**	Nov 23
Total Number of pupils	830	**Number of pupils eligible for PP**	155	**% of pupils eligible for PP**	19%

Current Attainment (Unvalidated 2022-3)		
	Pupils Eligible for PP	**Pupils not eligible for PP**
Number of pupils in Y11	26	109
Pupils with 5+ Strong Passes Including English and Maths at 5+	23%	50%
Pupils with 5+ Standard Passes Including English and Maths at 4+	35%	70%
% achieving English / Maths Threshold strong pass	27%	52%
% achieving English / Maths Threshold standard pass	42%	77%
Progress 8 score	-0.92	-0.07
Attainment 8 score	34.98	50.98
% Ebacc Entry	8%	17%

	Outcomes Whilst this document includes desired outcomes that hoped for an increase in the progress and attainment of PP pupils compared to the previous year, this is now difficult to compare given that the government has stated that: 'In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this, and cannot be directly compared to measures from 2021/2022.' 'There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and pupils differently.'
	Desired outcome of the Strategy / **Progress Made towards this**

	Desired outcome of the Strategy	Progress Made towards this
A	Increase in attainment in English and Maths for Pupil Premium Learners	APS for English for PP learners in 2022-3 was 7.77 (8.35 in 2021-2) APS for Maths for PP learners in 2022-3 was 6.54 (6.35 in 2021-2) This indicates a slight increase in points score for Maths. In 2022-3 50% of PP learners achieved a 4+ in English (In 2021-2 59% of PP learners achieved a 4+ in English) In 2022-3 35% of PP learners achieved a 5+ in English (In 2021-2 41% of PP learners achieved a 5+ in English) In 2022-3 50% of PP learners achieved a 4+ in Maths (In 2021-2 50% of PP learners achieved a 4+ in Maths) In 2022-3 31% of PP learners achieved a 4+ in Maths (In 2021-2 25% of PP learners achieved a 5+ in Maths) These figures show an increase in attainment in Maths attainment. There is a slight decrease in the data for English - however this must be measured against a national decline in scores as exam performance was moved back in line with pre-covid levels. Government advice is not to compare 2021/2 and 2022/3 data directly.
B	Increase in attainment and progress for Pupil Premium learners.	Progress 8 was -0.92 in the 2023-3 academic year which reflects a small improvement since the previous year when it was -1.02. The legacy of COVID and the continued high absence rate which has remained after the pandemic has continued to hamper improved progress figures. 24/26 PP pupils in Year 11 in 2023 had attendance less than 90%. Attainment 8 for 2022-3 for Pupil Premium Learners was 34.98. This compares to 37.04 in 2021-2 23% of Pupil Premium pupils attained the grade 5 threshold in English and Maths compared to 25% in 2021-2 42% of Pupil Premium pupils attained the garde 4 threshold in English and Maths compared to 44% in 2021-2 This suggests broadly in line or improving attainment given the move to bring performance back in line with pre-codic performance.

C	Pupil Premium Learners demonstrate increased aspirations and self esteem	All pupil premium learners had access to Career advice. Pupils were supported to investigate a range of careers at our in school careers fair and also enjoyed visits to local colleges during Y10. Pupils demonstrating lower self esteem were identified by the Head of Year and were offered relevant support whether this was through counselling in school or external referrals. Pupils were supported to make their college applications. One PP pupil who had very low attendance was supported to achieve Level 2 Functional English giving him access to a wider range of post 16 courses and to increase his self esteem.

D	Pupil Premium Learners exclusion rates will be in line with Non Pupil Premium students and/or the gap will be diminishing.	**Table to show the total number of exclusions in 2021/2 compared to 2022/3**

Exclusions	2021-2022	2022-2023
PP	58	66
Year 7	3	13
Year 8	8	27
Year 9	12	13
Year 10	22	9
Year 11	13	4

Exclusions	2021-2022	2022-2023
Non PP	74	86
Year 7	10	5
Year 8	10	25
Year 9	27	9
Year 10	10	46
Year 11	17	1

There was a decrease in the number of exclusions of PP learners in Y10 and Y11 compared to the previous year. There was a small increase in the number of exclusions for both PP and Non PP pupils in 2023 - this reflects a determination to return to pre-pandemic standards regarding behaviour management and a need to tackle some changes in behaviour that have emerged since the pandemic.

Table to show the % of PP and Non PP students who received one or more exclusion during 2021/2 compared to 2022/3

% Students	2021-2022	2022-2023	% Students	2021-2022	2022-2023
PP	33%	43%	**Non PP**	67%	57%
Year 7	14%	13%	Year 7	14%	10%
Year 8	19%	32%	Year 8	21%	27%
Year 9	24%	23%	Year 9	33%	22%

Year 10	24%	23%	Year 10	21%	39%
Year 11	19%	10%	Year 11	12%	2%

Relative to the total number of pupils excluded, 43% of exclusions were issued to PP students, whereas 57% of exclusions were issued to Non PP students. In Key Stage 3 the exclusions of PP and Non PP students were broadly in line. In Y10 a higher percentage of the total exclusions were issued to non PP students and in Y11, a slightly higher percentage of exclusions were issued to PP students.

E	The percentage of Pupil Premium learners completing an EBACC qualification will be in line with Non Pupil Premium learners and/or the gap will be diminishing.	In 2022-3 8% of PP learners completed an EBACC qualification compared to 17% of Non Pupil Premium Students. In 2021-2 15% of PP learners completed the EBACC compared to 20% of Non-Pupil Premium Learners The gap between the % of PP pupils entering the EBACC has been addressed in the 2022 options process. In our current Y10 cohort 21% of PP pupils have entered the EBACC compared to 30% of Non PP pupils. This reflects a 13% increase in the percentage of PP pupils entering the EBACC in 2025 exams.
F	Attendance of Pupil Premium learners will be in line with Non Pupil Premium learners or the gap diminishing.	Appointment of attendance monitor to identify and support students who are disengaged in school. This is a strategy that is really beginning to have impact in the 2023/4 academic year. PP attendance continues to be slightly below that of Non PP pupils although, the attendance of all PP year groups (except Y8) is improved compared to the previous year. When comparing the attendance of PP pupils by year group compared to the same year group's attendance in the previous year, attendance is broadly in line. There is only a small 2% gap in attendance figures between PP and Non PP in Y11. (There was a 10% gap in previous year's Y11)

Attendance	2021-2022	2022-2023
PP	84%	87%
Year 7	87%	91%
Year 8	88%	87%
Year 9	83%	87%
Year 10	83%	85%
Year 11	76%	82%

Attendance	2021-2022	2022-2023
Non PP	91%	92%
Year 7	93%	95%
Year 8	92%	94%
Year 9	90%	93%
Year 10	91%	92%
Year 11	86%	84%

G	Pupil Premium Students will have access to a broad range of additional curriculum activities.	All PP students have access to a device in order to access learning at home and at school. This allows equal access to online curriculum learning activities such as GCSE pod, SENECA Learning, Doctor Frost, Maths Watch, MYON amongst other opportunities.
		PP students are also provided with all revision materials that are sold through the school SCOPAY system using the PP funding.
		PP students studying GCSE music are offered peripatetic lessons via PP funding.
		All trips. rewards and extra curricular activities that have a cost to parents are either subsidised or are fully funded through PP funding for example all many PP pupils attended the Y11 trip to the theatre to watch Blood Brothers, a set play for their GCSE.
H	There will be an increase in the engagement of pupil premium learners families and the school.	All PP students have access to a device in order to access learning at home and at school.
		Students are confident when using google classroom. Teachers provide feedback via GC in order for students to improve and re-draft their work.
		Other online packages, such as MYON, Maths Watch and SENECA are used to enhance the students' curriculum experience.
		A mixture of virtual and face to face parents nights have encouraged engagements of families in parents evenings.

Monitoring and Implementation

Area	Mitigating Action
Teaching - Ensuring that time is given for staff professional development	Use of INSET days to deliver key information on whole school priorities. Additional cover provided by senior leaders for personalised and subject specific development needs.
	Faculty Leaders meetings were held during the spring and summer term to provide CPD on a range of strategies that would support the engagement and performance of P learners based on EEF and researched strategies. The introduction of class charts has made it much easier for staff to monitor the seating position of PP pupils in their classes and improved the ease with which rewards can be given. PP pupils are easily identified on the seating plans via a key. Use of Class notes and pupil premium google tracker is being develop in the summer term of 2023 and whilst this is still being embedded it is expected that this will further support teachers to

	enhance the learning experiences of PP pupils.
	A TLR was created in the Summer Term to support the progress of PP pupils. The member of staff holding this post raised the profile of the PP students in Y11 and supported staff to share good practice and investigate additional strategies to support these pupils.
Targeted support - Ensuring Heads of Year have enough time to make checks and address any barriers that may arise.	The continuation of the RAB sheet to monitor and check on PP students. Issues that arise are then reported to relevant staff and outside agencies if applicable. One to One Tutor provided support for PP pupils. This included pupils in Y7 who entered with a RA below 10 , a group of pupils who were identified to need support with digital literacy so that they could successfully use their devices and google classroom (DofE volunteer Y9 and Y10 pupils peer supported with this initiative) IT also included support for PP pupils who were struggling to complete their missions in Y7-9 so that they could present in line with their non-PP peers with confidence. Y10 and Y11 pupils also received English and Literacy support. This included facilitating the entry to Level 2 Functional English. 2 pupils who were at risk of not achieving GCSE English Grade 4 were enabled to pass Level 2 Functional English. During the examination period, PP finding was used to ensure that PP pupils had the correct resources for practical exams; this included providing resources for practical exams such as Art and ingredients for the practical aspects of the Food exams.
Wider strategies - Engaging with families facing the most challenges	Working closely with outside agencies including social care, CAMHS and LA attendance. Regular communication with agencies and families is a key factor in removing challenges. Uniform and Transport support was provided via PP funding for a small number of PP pupils who were experiencing severe hardship. The creation of the Pre-loved uniform hub has also enabled large numbers of pupils to access uniforms at no cost. This service provides high quality recycled uniforms which parents can access easily and without stigma through the school website or office.

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