

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	Trinity Catholic High School
Number of pupils in school	1645 (Sept 2022)
Proportion (%) of pupil premium eligible pupils	9.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	October 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Dr P. Doherty
Pupil premium lead	Laura Law
Governor / Trustee lead	Mr M. Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,155
Recovery premium funding allocation this academic year	£9,316
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	£130,471

Part A: Pupil premium strategy plan

Statement of intent

The motto of Trinity Catholic High School is 'In Christo Florebimus' – 'In Christ we shall flourish' and whilst we recognise the importance of qualifications in expanding life opportunities, our mission is also far more encompassing and concerned with the holistic development of each student.

For our Pupil Premium students, we aim to ensure equal access to learning and opportunity, with high expectations of excellence and aspiration for all and appropriate levels of challenge and support to encourage students to respond and develop in their own unique and individual way. Within our broad and balanced curriculum, we ensure academic excellence, creating opportunities for students to develop intellectual curiosity and the disciplinary habits of mind required for sustained, meaningful and deep subject engagement and progression.

High quality teaching remains at the core of our provision for Pupil Premium students and we review the best of current pedagogical developments and ensure the effective implementation of these, which has been successful in securing positive outcomes for our students against national averages. We continually review and strive to enhance our provision to ensure that experiences, support and opportunities beyond the classroom complement the diverse needs and aspirations of the Pupil Premium group.

At Trinity Catholic High School, we are aware of the ever-growing body of evidence documenting "best practice" regarding the use of Pupil Premium spending and regularly review this, leading professional development for our own teaching staff and pastoral teams to inform priorities and approaches. We review evidence on the national picture for disadvantaged students against our own internal research with both students and a range of staff to determine our key priorities for our Pupil Premium cohort.

Our Director for Pupil Premium regularly attends the annual Pupil Premium Conference, participates in webinars from other leading authorities on Pupil Premium and consults colleagues in other schools to further develop insights into research and best practice in delivering outstanding Pupil Premium interventions.

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium.

- All students will have equal access to a rich and well-rounded curriculum and we will be relentless in our pursuit of this.
- We will maintain high expectations of excellence and aspiration from all students and will provide appropriate levels of challenge and support.
- We are aware that within our Pupil Premium students, there are a diverse range of needs both existing and emerging and will seek to address these. The wellbeing of students will be a priority.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to strategies which have the greatest impact.

Challenges

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

Challenge number	Detail of challenge
1	2022 outcomes show the percentage of Pupil Premium students achieving Grade 4+ in English and Maths is less than that of their peers and has decreased since 2019. The percentage of PP students achieving Grade 5+ in Maths is also lower than that of other core subjects.
2	Literacy levels of some Pupil Premium students on entry to our school, are below expected standards (17% of Yr 7 PP students in 2022-23 based on KS2 data which will be validated through our own internal reading tests) which can impact their ability to access the curriculum effectively.
3	CPOMs data and student wellbeing surveys show an increase in the number of students reporting anxiety and mental health concerns.
4	Low(er) access to cultural capital outside school can impact the ability of Pupil Premium students to fully access the aspirational and varied curriculum and have high personal aspirations for life beyond school.
5	Some Pupil Premium students engage less with wider school provision and co-curricular opportunities and therefore do not profit from the academic, social and personal development benefits that these can offer.

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
An increase in the percentage of Pupil Premium students achieving Grade 4+ in English and Maths and those achieving Grade 5+ in Maths in GCSE results 2023 and beyond.	<ul style="list-style-type: none"> • Exam results and outcomes for the PP cohort overall and specifically in these subjects. • Lesson observations, learning walks and book checks of these subjects to show a clear understanding of the needs of Pupil Premium students and support for identified issues. • Mid and End of year assessments alongside routine AFL in classwork demonstrate that Pupil Premium students achieve in line with their peers and are reducing learning gaps. • Targeted interventions for Pupil Premium students to focus on the identified weaknesses of students and the core knowledge and competences which are required to achieve standard and strong pass grades. • Targeted support for Pupil Premium students in English and Maths is in place at KS3 and Year 10 to support long term development and sustained outcomes in these areas.
Reading and comprehension abilities are developed to enable all Pupil Premium students to access the whole curriculum effectively.	<ul style="list-style-type: none"> • NGRT tests demonstrate reading progression of Pupil Premium equal to or exceeding that of their non-disadvantaged peers and in line with national levels of literacy. • KS3 assessments (in particular for Yr 7) show progress towards targets. • Teachers know their struggling readers and recognise improvement through engagement in lessons and book scrutiny.

	<ul style="list-style-type: none"> • PD for staff increases teacher knowledge and understanding of the needs of developing readers and strategies are utilised effectively across all subjects. • Pre-reading home studies and academic reading are embedded across the curriculum. • Increased parental knowledge of appropriate reading texts and approaches, leading to improved student engagement in reading for pleasure at home. • Positive student, parent and teacher voice.
<p>Student wellbeing is prioritised and they feel well supported through a range of provision.</p> <p>Students develop strategies for building resilience.</p>	<ul style="list-style-type: none"> • Qualitative data through positive student voice in wellbeing surveys and parent voice through parental questionnaires. • Quantitative data from CPOMs referrals and timely resolutions to issues. • The school to achieve the Pupil Resilience Award (Silver)
<p>Every Pupil Premium student to be developed “holistically”, according to their identified individual needs.</p> <p>Pupil Premium students engage well with wider school provision such as enrichment opportunities.</p> <p>Behaviour and inclusion records for Pupil Premium students show a positive trend.</p>	<ul style="list-style-type: none"> • Each Pupil Premium student to have an individual meeting with a pastoral member of staff to review any barriers to learning and inform targeted interventions. • Each Pupil Premium student to have an Academic Care Plan (outlining their pastoral needs, academic targets and progress, barriers to learning, targeted support strategies, ambitions and extra-curricular engagement) which are reviewed by teaching and pastoral staff to inform teaching and wider provision. • The Personal Development Coordinator plans and reports to show a strategic focus on supporting the needs of the Pupil Premium group. • Registers for co-curricular provision and academic interventions show strong representation by Pupil Premium students. • Pupil Premium students are well represented in student leadership positions such as literary ambassadors, curriculum ambassadors, Raphaelites and prefects. • Satchel One reporting to show increased numbers of merits for Pupil Premium students. • Cloisters records show equal or less than proportional inclusion for Pupil Premium students vs their peers.

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive Professional Development programme supporting Quality First teaching which continues to develop the	The EEF Guide to Pupil Premium states that “ <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i> ”	1, 2

<p>2021-22 work on Rosenshine's principles of instruction to develop teaching practices and includes the best of current pedagogical developments and effective implementation of these within classrooms.</p> <p>Increase in staffing capacity including the appointment of a Lead Practitioner in Maths and Assistant Headteacher with responsibility for Staff Development to enhance pedagogical development and raise standards of teaching and learning through the development, implementation and evaluation of policies and practices that contribute to effective teaching.</p>	<p>Much academic and scientific evidence supports the work of Barak Rosenshine in identifying 17 instructional principles which improve classroom practice, leading to Quality First teaching and sustained progress and attainment in students.</p> <p>Teacher voice and outcomes from lesson observations in 2021-22 have shown the positive impact continued pedagogical development can have in providing our PP students with the essential Quality First Teaching which allows them to make progress.</p>	
<p>CPD and enhancement of leadership capacity to sustain continued development of our curriculum design, ensuring that it is coherent, cognitively demanding and suitably challenging for all students with a focus on progression from secure foundational skills and concepts to wider and deeper subject learning and knowledge which can further their potential in education and beyond.</p>	<p>Sec.Ed Curriculum Design Jan 2020 reflects on the work of Young et al. that <i>"the purpose of education is to enable all students to acquire knowledge (which many may not have access to at home, among their friends or in the communities in which they live) that takes them beyond their experience"</i> concluding that <i>"the purpose of the destination of the curriculum is to achieve social justice and improve social mobility"</i>.</p>	<p>1, 2, 4, 5</p>
<p>Continued enhancement of provision for PP students through purchase of resources, supporting effective delivery of our broad and aspirational curriculum and supporting excellent progress at KS3 and KS4.</p>	<p>Ensuring that our rich curriculum is maintained through the continued enhancement of provision, provides PP students with the important foundation for them to improve their outcomes.</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £30,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for KS4 Pupil Premium students in Core subjects of English and Maths (<i>through the National Tutoring Programme</i>).</p> <p>Small group tuition for KS3 Pupil Premium and SEN students in English and Maths. (<i>School led tuition</i>).</p>	<p>The DfE states <i>"Tutoring is one of the most effective tools for helping pupils recover lost education."</i> And that <i>"pupils who receive small group tuition may make, on average, 4 months additional progress."</i></p> <p>The EEF cites that <i>"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition such as supporting pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class"</i></p>	<p>1</p>

	<p><i>teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</i></p> <p>Evidence from our school use of NTP tutoring in 2021-22 shows targeted Pupil Premium students made progress of at least a grade during their time on the programme. (Internal NTP Report: Sept 2022) and School Led Tuition showed 80% of our Pupil Premium students making expected or greater than expected progress.</p>	
<p>A targeted programme of intervention classes based on data analysis provided by experienced staff at KS3, KS4 and KS5.</p>	<p>The EEF Toolkit states that <i>“Programmes that extend school time with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff will have a positive impact of an additional 3 months progress on average over the course of a year”</i> and that <i>“there is some evidence to suggest that disadvantaged pupils might benefit more from additional school time”</i>.</p> <p>Our previous internal intervention programmes have proved highly successful in improving the motivation and attainment of selected students.</p>	1
<p>The Scholars Programme to help KS4 Pupil Premium students develop the knowledge, skills and confidence to progress to the most competitive universities.</p>	<p><i>“Pupils who completed The Scholars Programme are statistically significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils from similar backgrounds”</i>. The Brilliant Club Annual Impact Report.</p> <p>Impacts from the 2021-22 trial of this programme show that this was successful (although this is a longer-term strategy so will need to be reviewed). (Scholars Programme Report 2021-22).</p>	1, 4, 5
<p>Use of New Group Reading Tests to inform more specific reading difficulties such as phonological awareness; comprehension; inference.</p> <p>Targeted Lexia Power-up reading intervention programme of weekly support sessions. Regular monitoring of progress and communication with parents.</p> <p>Reading fluency programme with training for supporting staff / students leading sessions.</p> <p>Wider PD for staff in supporting improved literacy.</p> <p>Trial of Satchel One features such as spelling tests to support literacy for KS3 groups</p>	<p>The EEF highlights that <i>“young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance and literacy is key to academic success across the curriculum”</i>.</p> <p>The EEF states <i>“On average, reading comprehension approaches deliver an additional 6 months’ progress”</i>.</p> <p><i>“Reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person’s understanding of their own identity, improves empathy and gives them an insight into the world view of others”</i> (The Reading Agency 2015).</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is <i>“to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions”</i>. The EEF & Lexia Study (2021) identified <i>“remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers”</i>.</p>	1, 2
<p>Pupil Premium student review meetings with pastoral staff to identify and resolve any additional</p>	<p>Specific and targeted internal primary research identifying personal barriers to learning for our own Pupil Premium students.</p>	1, 3, 4, 5

<p>barriers to learning. Ongoing RAG rating of student issues to monitor and inform further interventions as needed</p> <p>Academic Care Plans for each PP student (<i>outlining pastoral needs, academic targets and progress, barriers to learning, targeted support strategies, ambitions and extra-curricular engagement</i>) which are used to inform teaching and planning as well as interventions and support as necessary.</p> <p>Additional review meetings for Yr 9 PP students (and Yr 11 as required) to support informed options choices in transition between Key Stages.</p> <p>Mentoring for underachieving KS4 PP students to support academic progress.</p>	<p>Staff are aware of the diverse needs of the PP cohort and are able to provide further bespoke support as required.</p>	
<p>Homework club provision to support identified PP students in independent learning and building the necessary study skills to be successful.</p> <p>Trial of Satchel One “show my homework” feature with Year 7 to support students in enhancing their self-study skills.</p>	<p>EEF Toolkit suggests study support such as homework clubs can help to improve progress by +5 months and behaviour interventions can influence progress by +4 months.</p>	<p>1, 5</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Roll out of Satchel One reporting and parental communication system to impact:</p> <ul style="list-style-type: none"> • Closer monitoring to improve the attendance of PP students. • behaviour monitoring which allows pastoral staff to swiftly identify and intervene with issues • recognition of positive behaviour for learning and achievements • quicker and more regular parental communication so that they are able to engage more effectively with their child’s progress 	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • <i>“The higher the overall absence rate across Key Stage, the lower the likely level of attainment”</i> <p>Internal data indicates that the attendance of some Pupil Premium students is currently below that of their peers.</p> <p><i>“The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:</i></p> <ul style="list-style-type: none"> • <i>students achieve more academically and socially</i> • <i>time is reclaimed for better and more learning”</i> <p>Creating a culture. How school leaders can optimise behaviour. Tom Bennett</p>	<p>1, 4, 5</p>

<p>Increased pastoral capacity through the appointment of KS3 and 4 Pastoral Leads supported by HOY Achievement Leads.</p>	<p>The EEF Toolkit Parental Engagement indicates that <i>“parental engagement has a positive impact of 4 months additional progress and that it is crucial to consider how to engage with parents to avoid widening attainment gaps.”</i></p>	
<p>Provision of a Personal Development Coordinator to promote the “holistic” development and target personal requirements for Pupil Premium students such as study guidance, career support and participation in extra-curricular activities.</p>	<p>Ongoing internal Pupil Premium review meetings will identify personal requirements for support and these will be factored into a strategic plan for the Personal Development Coordinator.</p>	<p>3, 4, 5</p>
<p>Careers provision to improve and shape aspirations for Pupil Premium students.</p> <p>Regular review of appropriate work experience and mentoring programmes and signposting of these to targeted Pupil Premium students based on their individual career aspirations. Priority for PP students to attend careers interviews.</p>	<p>The EEF Careers Education summary 2016 states that <i>“careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work”.</i></p>	<p>4, 5</p>
<p>An expansion in targeted “nurture group” sessions focussed on social, emotional, behaviour and confidence issues.</p> <p>The appointment of two part-time School Counsellors to increase capacity for providing mental health and wellbeing support to students.</p> <p>A review of the CPR and PSD programmes to continue to enhance wellbeing provision.</p> <p>Roll out of the Student Resilience Award (Silver Award) to support students in building self belief and confidence.</p>	<p>Our pastoral teams report an increase in the number of students reporting social and emotional issues over the last year, in particular, a rise in the number of students reporting anxiety or low self-esteem. There are notable links between these reported issues and lower rates of school attendance or a lack of engagement with lessons and learning.</p> <p><i>Socio-economic disadvantage is an identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium”.</i> (Mental Health and Behaviour in Schools, DfE: p10)</p> <p>2021-22 “nurture group” sessions were successful in supporting a range of students across KS3-4.</p> <p>The EEF Toolkit cites Social and Emotional Learning interventions as having potential to increase progress by +4 months.</p>	<p>4, 5</p>
<p>Financial support for Pupil Premium students in accessing wider curricular provision such as educational visits, co-curricular activities such as the Duke of Edinburgh Award, music tuition etc and for providing supporting resources such as laptops for identified students.</p>	<p>A Social Mobility Commission report “An unequal playing field 2019” outlines the merits of extra-curricular activities for Pupil Premium students. <i>“Extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities are hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.”</i></p>	<p>4, 5</p>

	<i>“Disadvantaged children benefit more from participation in extracurricular activities than their privileged counterparts”</i> (Dumais, 2006).	
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Total budgeted cost: £130, 471

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.

The Pupil Premium strategy 2021-22 continued to respond to the emerging needs of students brought about by the pandemic and was therefore weighted towards targeted academic interventions for students of all abilities and a range of wider interventions to support student wellbeing (*and therefore attendance and behaviour, allowing them to engage more effectively with their learning*) and engagement with opportunities to extend learning beyond the classroom.

Quality first teaching remains at the heart of supporting our Pupil Premium students in improving their academic outcomes and expanding their life opportunities and during 2021-22, we ran a comprehensive (*and well-attended*) professional development programme supporting the use of Rosenshine's Principles of Instruction to develop teaching practices. Evidence from an extensive series of lesson observations showed that these were routinely implemented by teachers to enhance teaching, learning and student progress. A survey of Year 11 Pupil Premium students showed 93% strongly agreed that "teachers used a range of teaching and learning strategies to develop their long-term memory" and that the "school curriculum engaged them in learning". The appointment of Lead Practitioners who led demonstration lessons, guided teaching staff and focused on the development, implementation and evaluation of practices which contribute to effective teaching, further supported high standards of teaching across the school.

Academic attainment

Attainment outcomes were positive for Pupil Premium students in 2022 and the gaps between this cohort and Non-Pupil Premium students closed against nearly all threshold measures (*compared to 2019 attainment*). Prominent successes include:

The proportion of Pupil Premium students achieving the key GCSE threshold of 5+ (Strong pass) in English and Maths rose to 50%, up from 37% in 2019 but also higher than the outcomes from the Centre Assessed Grades in 2021 (45%) and 2020 (42%).

The proportion of Pupil Premium students achieving top grades at 5+ 9-7 rose to 20%, up from 13% in 2019.

The proportion of Pupil Premium students achieving the threshold of 4+ in English and Maths (Standard) remained broadly comparable with 2019 at 70%.

The proportion of Pupil Premium students achieving 5+ 9-4 grades rose to 80%, up from 73% in 2019.

Attainment 8 of Pupil Premium students increased to 5.36, up from 4.91 in 2019 and the Ebacc Average Point Score increased to 4.37, up from 3.94 in 2019.

Our 2021-22 internal KS3 assessment data was positive with no significant difference between the attainment of Pupil Premium students Vs their non-Pupil Premium peers across core subjects. Year 7-9 Pupil Premium students achieved higher than their non-Pupil Premium counterparts in Science and in Year 8 the same was true in Maths and English.

Provision and Support

Academic interventions and support

60% of Year 11 Pupil Premium students (with a range of abilities) were targeted for external tutoring in English, Maths or Science, delivered by The National Tutoring Programme (NTP) in partnership with Connex Education. Tuition was beneficial in mitigating learning loss, linked to the curriculum and focused on areas where students would most

benefit from additional practice or feedback as an additional tier to sustained high-quality teaching within the classroom. All participating Pupil Premium students made at least a grade's progress whilst on the programme.

KS3 Pupil Premium students were targeted and prioritised for School Led Tuition with our own subject experts in English and Maths. 68% of students who participated on the programme were Pupil Premium and internal assessment data showed 80% students making expected or above expected progress.

Year 11 Pupil Premium students were targeted and prioritised for a structured programme of interventions across all subject areas. Attendance of Pupil Premium students was excellent and in line with their peers. 20% of Year 11 Pupil Premium students were also identified for academic mentoring with Senior staff. We believe these interventions were a contributory factor to the positive attainment of these students as outlined above.

A selected group of high ability Year 10 students (58% were Pupil Premium) gained a "university experience beyond the curriculum" through participating in The Scholars' Programme, run through The Brilliant Club. They participated in weekly lectures on American politics given by a PHD tutor, developed key university-preparedness skills including critical thinking, subject knowledge, written communication, and university self-efficacy and completed 2,000 word assignments with the majority of students achieving university grades of first-class awards (1st).

Literacy

All students in Years 7-9 took Renaissance STAR Reading Tests which include reading domains such as analysing literary text, word skills and knowledge, analysing argument and evaluating text and comprehension strategies. Students were identified for further targeted support and 30 Pupil Premium students were enrolled onto the Lexia PowerUp programme of weekly support, with 78% making progress in reading across the year and 30% graduating the programme within 3 terms. Year 7 students participated in weekly paired reading sessions with Sixth Formers. 52% of these were Pupil Premium and student voice elicited positive feedback on the merits of this.

Pastoral

Pastoral support is key for Pupil Premium students and Student Review Meetings, Academic Care Plans and daily reporting through the Behaviour for Learning system maintained a focus and understanding of the individual needs of students enabling the school to provide targeted support where required.

The school has seen an increase in the number of students reporting mental health and wellbeing needs and the appointment of an in-house counsellor and the training of two Emotional Literacy Assistants (ELSAs) who ran "nurture groups", allowed more Pupil Premium students to access a range of provision for varying mental health issues. Student voice showed that sessions had helped with confidence, self-esteem and friendships and the majority felt they had a chance to talk to someone about their worries.

Attendance of Pupil Premium students has continued to be a priority and key staff regularly review figures for this cohort and intervene through a range of methods, appropriate to the needs of individuals, such as working closely with the EWO or external agencies such as CAMHs or Early Help and applying for home tuition and the use of AV1 robots to support learning for more serious cases. Attendance figures for 2021-22 continued to be somewhat skewed by Covid cases and by some Pupil Premium students who are persistent school refusers* but three cohorts (Yr 7, 8, 10) met or exceeded our target of 94%* and the overall cumulative attendance for Pupil Premium students was 92%.

*When persistent school refusers were removed from overall figures.

Careers

Pupil Premium students are prioritised for careers provision such as careers interviews and workshops. Targeted Pupil Premium students in Year 10 participated in the ASDAN programme on Careers and Experiencing work and all Year 9 students were given an individual mentoring session with a senior member of staff to support them in making their GCSE options choices. Destination outcomes are positive for Pupil Premium students with 75% of Yr 11 Pupil Premium continuing into our own Sixth Form (*an increase of 20% from 2021*).

Wider support

Over £2,300 supported Pupil Premium students in accessing educational visits and co-curricular opportunities and over £30,000 provided teaching materials and supplies which supported Pupil Premium students with their academic studies. The appointment of a Personal Development Coordinator has continued to enhance co-curricular provision which has supported wider opportunities for Pupil Premium students. The IT department, teaching and pastoral staff have continued to identify and provide support for students who require IT equipment to assist their learning beyond the classroom and we continue to provide additional financial assistance and guidance on government support schemes for families in need.