

Activity in this academic year 2022-2023

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: £ 180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Reading Lead. Staff training for implementation of Fresh Start Phonics programme.	EEF research has shown explicit phonics instruction has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of reading skills, particularly for disadvantaged students.	1
Accelerated Reader to continue to be implemented in Year 7, based on Reading Ages at start of 2023, following setting of Year 7.	EEF has conducted some research on the effectiveness of this approach but there were mixed results, and it appears that a lot can be dependent on the running of the programme. (WELL PROJECT)	1
Continue to embed oracy/VOICE 21 across the curriculum.	EEF research shows, that, on average, oral language approaches have a high impact on pupil outcomes of 6 months progress.	1 and 3
Effective QFT CPD	As a school we want to develop skills to enable our students to access Quality First Teaching, and to ensure that all teachers are teaching to the top and scaffolding for the bottom, as we move towards mixed ability teaching.	1 and 3

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition - NTP tuition to be delivered as school based. Will offer wider range of subjects. Initially targeted at Year 11 PP students but aim is to cascade down through the other year groups.</p>	<p>EEF - moderate effect with moderate evidence in terms of small group teaching but we feel it is important to offer a more personalised curriculum for this small cohort to allow them to access the KS3 curriculum.</p> <p>Evidence from the EEF suggests 1:1 tuition can have an impact of + 5 months and small group tuition, +4 months.</p> <p>National Tutoring Programme has been part of the DFE's recovery initiative following COVID-19 pandemic</p>	<p>3</p>
<p>ASDAN curriculum in key subject areas, e.g., English, History</p>	<p>This allows all students to be able to obtain qualifications to prepare them for post-16 education</p>	<p>1 and 3</p>
<p>GCSE revision catch-up sessions Library Revision area</p>	<p>This allows students to access support from all subject areas.</p> <p>Library is equipped with revision area which has revision guides, revision cards etc, available for students to use independently.</p>	<p>3</p>
<p>Bridging group in Year 7,8 and 9</p>	<p>EEF - moderate effect with moderate evidence in terms of small group teaching but we feel it is important to offer a more personalised curriculum for this small cohort to allow them to access the KS3 curriculum.</p>	<p>1</p>

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer/Assistant Head and Year Teams monitoring and tracking attendance – new protocol for monitoring and tracking attendance has been put in place.	In order for all students to access QFT they need to be in school. There is currently no EEF research into this issue, however, Marc Rowland has identified this as a key area to ensure that strategies to improve attendance are based on research evidence. To that end, the Essex Way initiative is planning to base their approach on the 2017 British Psychological Society report.	2
Pre-loved uniform to be made available for all students/families. Some basics to be provided, tights, socks etc	New statutory guidance stipulates this.	
TXB to meet with all PP students, over this academic year, starting with Year 11		3/4
INSPIRA/WELL CIAG project for DA students – 1:1 careers advice for all PP students for 3 sessions	There is currently insufficient evidence and unclear impact for this from the DFe however, we want to improve aspirations of our r DA students	3
UNIFROG	There is currently insufficient evidence and unclear impact for this, however, we feel, as a school, that all students need career guidance to avoid becoming NEET, and to encourage students to explore other professions and careers, that are available out of county.	3

In-school Social Worker	The in-school counsellor is a trial project being run by the Local Authority, this allows quicker interventions and small groups to tackle bereavement issues, peer pressure etc.	3 and 1
Learning Mentors	Although judged as having a low impact (+2 months) for moderate cost, mentoring is crucial for the well-being of our students, particularly following the COVID-19 pandemic, as many of our families have had deaths of close family members.	
Reading initiatives – Book Buzz, Literacy Trust membership, Librarian, County Library Services	Reading comprehension activities are judged to have +6 months impact on students. Also, we want to ensure that all students have access to books as part of the wider focus for decreasing the literacy gap, exposing them to more sophisticated and varied vocabulary and opportunities to develop comprehension skills.	3
Provision of ingredients for all KS3 PP students in Food Technology	This allows all students to be able to participate in Food lessons, as ingredients are ordered by school for all students, (paid for by parents of non-PP students) which allows an equitable system for all students.	
Supply of essential resources, such as calculators, texts in English, revision guides etc. Support for extracurricular activities,	This allows all students to have an equitable experience in school.	

Total budgeted cost: £ 350,000

Part B: Review of outcomes in the previous academic year (2021)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020-2021 academic year.

	% 4 EM non-PP	% 4 EM PP	% 5 EM non-PP	% 5 EM PP
2021-2022	73.1	40.5	50.7	16.2%
2020-2021	70%	50%	44.9	32.6

	Progress 8	Eng Prog	Maths Prog	Ebacc Prog	Open Prog
2021-2022 PP	-1.27	-0.79	-1.45	-1.23	-1.46
Non-PP	-0.18	+0.12	-0.40	-0.21	-0.20
2020-2021 PP	-1.08	-0.87	-1.02	-1.16	-1.20
Non-PP	-0.21	-0.14	-0.45	-0.28	-0.30

1. Challenge/outcome **Literacy**

AR – 70/183 (38%) students made 10+ months progress. 1 lesson per 2 weeks. Difficult to assess an accurate picture of progress made as the Star Test reading results, lack robustness. It was also difficult to roll the programme out for the recommended hour per week.

KB's small group, 17/28 61% 6+ months progress. 1 lesson per week with KB, and 1 lesson every 2 weeks in English.

All KS3 tutor groups read weekly and new titles, including non-fiction titles and diverse cultural texts, were bought.

Librarian has worked hard to promote the library, improve the ambience, making it more user friendly. More up-to-date books, graphic novels etc have been bought, with a KS3 area created.

2. Challenge/outcome. **Attendance**

Year 7 Non-PP 92 PP 87.7

Year 8 Non-PP 88.9 PP 85.6

Year 9 Non-PP 91.5 PP 80.1

Year 10 Non-PP 89.0 PP 74.0

Year 11 Non-PP boys – 92.4, PP boys 85.9 / Non-PP girls 92%, PP 78.7. Overall, Non-PP 92.2, PP 80.9

Covid was still prevalent, and self-isolation was still being imposed which impacted attendance figures. However, Years 9 and 10 had significantly higher gaps between PP and Non-PP students. Also, in Year 11, there was a significant gap between PP and Non-PP girls. This could be to do with lowered resilience in terms of mental health, poorer health in some disadvantaged families, and multiple covid infections and isolations.

3. Challenge/Outcome **Quality of Teaching**

Monitoring visit and CPD session, delivered by our Voice 21 consultant, took place in July 2022. Feedback report was provided with next steps which have been acted upon. A team of oracy ambassadors has been implemented across subjects and oracy has been incorporated into the new PSHE drop-down days, and in subject assessment reviews.

This is an on-going project, over 3 years, and strategies need more embedding and regular CPD. More detail is in the Voice 21 report.

See Rag Rating.

4. Challenge/Outcome **Student Wellbeing**

In-school social worker trial has been successful and is going to continue for the next academic year. Learning mentors undertook Mental Health training.

See Rag Rating

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
NTP	MyTutor