

# 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	St Benedict's Catholic High School
Number of pupils in school	1082 (As of 10/23)
Proportion (%) of pupil premium eligible pupils	24.61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	20/10/2021
Date on which it will be reviewed	Oct 2022 Oct -2023 Oct - 2024
Statement authorised by	Emma Jackson (Headteacher)
Pupil premium lead	Tessa Bishop
Governor / Trustee lead	Gillian Finlinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,805
Recovery premium funding allocation this academic year	£35,466
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£294,271

# Part A: Pupil premium strategy plan

## Statement of intent

At St Benedict's we want all of our students to be well-rounded individuals with the skills and knowledge to enable them to be successful in life, both professionally and emotionally. We feel it is crucial to have a whole-school literacy focus, right from Year 7, as literacy is key to be able to access the curriculum both in KS3 and at GCSE. Alongside this, we know the importance of providing Quality First Teaching in all lessons to enable all our students to be able to 'know more and remember more', so much of our CPD is reinforcing strategies to allow our students' knowledge to be transferred to their long-term memories. We acknowledge that closing the attainment gap is crucial for our PP students, but we also understand that by providing QFT there will still be a gap, but the achievement will improve for all students.

Improving attendance is also crucial as we need to decrease the rates of persistent absence which is a particular issue for PP students. This has been exacerbated by COVID -19 and the impact on the emotional well-being of many of our students. Linked to this is the need for emotional and mental health support for many of our students, provided by the school nurse, in-school social worker and the Learning Mentors.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy skills for year 7 PP students are lower than non-PP students which prevents them making good progress.
2	Higher Persistent Absence (below 95%) for PP students compared to non-PP. Currently (Oct 2021) there is a gap of 4% between PP and no-PP students.
3	Pupil engagement with teaching and learning across all key stages to ensure that all students have access to QFT which will lead to improved outcomes.
4	Emotional and mental health issues which have been exacerbated by COVID

## 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
<p>1. Improve whole-school literacy, with a specific focus, initially on Year 7 DA/PP students, bringing them more in line with their peers.</p>	<p>Accelerated Reader rolled out across Year 7, with STAR tests used as the starting benchmark, leading to improved Reading Ages by the end of the academic year. Staff will use the individual student reports to monitor progress and to provide targeted intervention in order to maximise outcomes. An element of competitiveness will be implemented in order to increase engagement with the programme, displays, prizes etc.</p> <p>Increased engagement with reading. KS3 tutor groups read once a week, a whole class reader. More new titles to be bought to include non-fiction texts, aspirational autobiographies, and texts from different cultures.</p> <p>Virtual library provided by Wheelers is now available for all students, to allow them to access books from home as well as in school.</p> <p>New librarian has been employed, to raise the profile of reading across school and to support interventions for students with AR. We have enrolled with the County Library Service who audited the library, and we are subscribing to book boxes to supplement the existing titles. We will also be purchasing extra titles.</p> <p>Closing the Vocabulary resources and strategies are being rolled out across all curriculum areas resulting in increased awareness and understanding of Tier 2 and Tier 3 vocabulary.</p> <p>On-going membership of the National Literacy Trust and a new Literacy Coordinator appointed.</p> <p>Increase in opportunities to develop student's interest in literacy, e.g appearances by guest poet, Mike Garry.</p> <p>.</p>
<p>2. Improve attendance for PP/DA students and reduce the PA gap between PP/Non-PP</p>	<p>Attendance officer has been appointed and SLT re-structure has created an Assistant Head position with overall responsibility for this area. Incentive programme to be developed. Attendance plans to be put in</p>

	<p>place, where appropriate. LMs to work with families who need support with their children's' attendance. More triangulation with Safeguarding, where needed, to address attendance issues with Early Help plans.</p> <p>Tighter focus on literacy interventions in Year 7 should have a long-term impact on attendance in KS4, where we suspect, some attendance issues are linked to inability to access the content of GCSEs.</p>
3. Improve the quality of teaching and learning across all key stages to ensure that all students have access to QFT.	<p>More focus on strategies for recall and retrieval, across the curriculum, in order to improve student's long-term memory and enable them to be able to 'learn more and remember more'. These strategies will include further implementation of Knowledge Organisers, low stakes-testing and throw-back activities.</p> <p>Voice 21 initiative to be implemented across the school, with a team of Ambassadors and Champions from each curriculum area. This will equip all students to have the ability and confidence to articulate their ideas more clearly and to engage in productive oracy activities in the classroom.</p> <p>6<sup>th</sup> Form Teaching and Learning group to be established to encourage a dialogue between students and staff about pedagogy etc.</p>
4. Provide support to improve students' well-being.	<p>In-school social worker has been appointed as part of a regional trial. He provides small group support for bereavement and other issues.</p> <p>School chaplain also provides pastoral and religious support for students.</p> <p>Learning Mentors and members of the Safeguarding Team have completed Youth Mental Health First Aid training.</p> <p>A team of Learning mentors, the school nurse and the Safeguarding Team provide support for mental health issues, through appropriate channels, referring students and families to external services when needed, following national and county guidelines and procedures.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2020-2021** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Accelerated Reader across 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
Recruitment of member of staff to work with individuals and small groups of students needing extra intervention identified from AR benchmarking and Star Tests.	Individualised instruction from Toolkit has evidence to suggest 4 months progress can be made.	1
Embed VOICE 21 through CPD	EEF has done extensive research in this field and have found that oral language interventions have boosted progress by an average of 6 months.	1 and 3
Use CPD effectively.	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. The EEF have found no impact on progress for setting or streaming.	1 and 3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Bridging group in Year 7	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.	1
ASDAN curriculum being introduced in key subject areas, e.g., English, History	This allows all students to be able to obtain qualifications to prepare them for post-16 education.	1 and 3
GCSE revision catch-up sessions	This allows students to access support from all subject areas.	3
MyTutor 1:1 and small group tuition	Evidence from the EEF suggests 1:1 tuition can have an impact of + 5 months and small group tuition, +4 months.  National Tutoring Programme has been part of the DFE's recovery initiative following COVID-19 pandemic	3

### 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 monitoring and tracking attendance	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
INSPIRA/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
Learning Mentors	Although judged as having a low impact (+2 months) for moderate cost,	4

In-School Social worker  School nurse	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.  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.	
Reading initiatives – Book Buzz, Literacy Trust membership, Librarian External Speakers e.g., visiting poet	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.  Exposure to wider opportunities for cultural capital to be developed in our students.	3 and 1
Provision of ingredients for all 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.	3

**Total budgeted cost: £ 270,000**

Part B: Review of outcomes in the previous academic year 2020-2021

## Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Covid-19 brought many unforeseen challenges to us as a school, as it did to the whole education sector. PP funding helped to provide CPD to upskill staff very quickly to enable teachers to teach via Teams in the second lockdown, from home. We ensured that all students had access to resources for home-learning in the first lockdown that entailed printing and delivery of resources to many disadvantaged students. We also put exercise books in several local shops to ensure that all students had access to

these. We acted as a hub for students of key workers, and monitored the well-being, via mentors, of our vulnerable students.

Funding received by the DfE and the WELL project enabled us to provide the necessary IT equipment to disadvantaged students, as well as routers and Wi-Fi access, where needed. Our resources were diverted to support acute and unplanned needs such as providing 54 devices for remote learning for PP students. Since returning to school these devices have been deployed within school to provide more access to computers for our students. We also have a bank for students to borrow if needed.

We also continued to work with MyTutor to provide 1:1 tuition, for several cohorts of GCSE students, as well as the NTP programme earlier this year. We had 51 students in total who participated in this programme, from home, due to the uncertainty of bubbles etc. 70% of PP students achieved higher final TA grades compared to their starting point.

Although national assessments were cancelled in 2020-21, our Teacher Assessed Grades demonstrated that disadvantaged student performance improved. In 2019/20 the Attainment 8 difference between PP and Non-PP was 16.76 and in 2020/21 this had reduced to 8.62.

We also subscribe to Wheelers, a virtual library that enabled all students, including PP to be able to read at home, on devices.

## 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
NTP	MyTutor
E-Platform	Wheelers



## Activity in this academic year 2021-2022

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Accelerated Reader across 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
Recruitment of member of staff to work with individuals and small groups of students needing extra intervention identified from AR benchmarking and Star Tests.	Individualised instruction from Toolkit has evidence to suggest 4 months progress can be made.	1
Embed VOICE 21 through CPD	EEF has done extensive research in this field and have found that oral language interventions have boosted progress by an average of 6 months.	1 and 3
Use CPD effectively.	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. The EEF have found no impact on progress for setting or streaming.	1 and 3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bridging group in Year 7	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.	1
ASDAN curriculum being introduced in key subject areas, e.g., English, History	This allows all students to be able to obtain qualifications to prepare them for post-16 education.	1 and 3
GCSE revision catch-up sessions	This allows students to access support from all subject areas.	3
MyTutor 1:1 and small group tuition	Evidence from the EEF suggests 1:1 tuition can have an impact of + 5 months and small group tuition, +4 months.  National Tutoring Programme has been part of the DFE's recovery initiative following COVID-19 pandemic	3

## 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 monitoring and tracking attendance	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

INSPIRA/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
Learning Mentors  In-School Social worker  School nurse	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.  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.	4
Reading initiatives – Book Buzz, Literacy Trust membership, Librarian External Speakers e.g., visiting poet	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.  Exposure to wider opportunities for cultural capital to be developed in our students.	3 and 1
Provision of ingredients for all PP students in Food Technology		3

**Total budgeted cost: £ 270,000**

## **Pupil Premium Strategy Outcomes 2021-2022**

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

### **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 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.

## 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.

## 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.

## 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
NTP	MyTutor
E-Platform	Wheelers
Accelerated Reader	Renaissance

## 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
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.	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. Evidence from the EEF suggests 1:1 tuition can have an impact of + 5 months and small group tuition, +4 months. National Tutoring Programme has been part of the DFE's recovery initiative following COVID-19 pandemic	3
ASDAN curriculum in key subject areas, e.g., English, History	This allows all students to be able to obtain qualifications to prepare them for post-16 education	1 and 3
GCSE revision catch-up sessions Library Revision area	This allows students to access support from all subject areas. Library is equipped with revision area which has revision guides, revision cards etc, available for students to use independently.	3
Bridging group in Year 7,8 and 9	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.	1

## 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 (2022-2023)**

### **Pupil Premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

#### **Teaching**

Fresh Start Phonics

- 5 Fresh Start tutors
- 79 children assessed in total



- 41 enrolled from September 2022 – June 2023
- 16 graduated
- 23 currently on the programme (06/23)
- 2 are struggling to make progress due to severe learning difficulties, we are looking at different ways to support these children

Subject reviews demonstrate that PP students have access to the same QFT as non-PP students. Where there are gaps it is due to attendance issues, still a barrier to learning for some PP students. The School Improvement Plan and subject curriculum plans demonstrate an on-going focus on literacy and recall/retrieval activities, as tools to improve the academic progress of all students, but particularly PP students. An Oracy team was established led by the Literacy Coordinator. Another Wordsday Thursday event was held, with all departments delivering oracy based activities.

### **Targetted academic support**

NTP tuition was delivered in 2 x 10-week blocks by our teaching staff. The first prior to mocks, and the 2<sup>nd</sup> following mocks on 3 nights after school.

### **Headlines Tuition Block 1**

66 students out of 186 took part = 35%.

36/66 were PP (all families had been contacted individually) = 53%

36 out of 53 PP cohort took part = 68%

11/66 took more than one subject = 16%

**Attendance** – Median = 60%

Mean/average = 55%

### **Headlines Tuition Block 2 Spring**

83 students out of 186 took part = 45%

30/83 were PP = 36%

44/83 students did both blocks of tuition = 53%

- 23/44 were PP = 52%

29/83 did more than one subject = 35%

47/83 improved their results from mocks – 57%

14/30 PP students increased their results from mocks – 47%

57/83 had increased average points on SISRA from mocks – 69%

17/30 PP students increased average points on SISRA – 57%

49/83 attended 70%+ sessions. Of those 24/49 improved their results - 49%

**Attendance** – Median = 80%

Mean/Average = 67%

Bridging groups are established in KS3 which then leads to ASDAN being delivered in KS4, in key subject areas, enabling all students to obtain qualifications. There is a full range of revision materials available in a designated area in the library. Student often attend after school, to revise.

### **Wider strategies**

Attendance

Year	Attendance %	Pupils	PP	Attendance %	Pupils	PP
7	94.79%	139	No	91.50%	63	YES
8	93.48%	119	No	90.32%	58	YES
9	93.12%	112	No	87.82%	43	YES
10	91.84%	123	No	87.16%	42	YES
11	80.01%	128	No	76.80%	55	YES

Pre-loved uniform is available to all our families, in the Winter Gardens, to allow parents/carers to discreetly take uniform, at no cost, if needed. We keep this stocked through donations from families when their children have grown out of it. A supply of tights, underwear and socks is also available when needed. Inspira/WELL project is in its 3<sup>rd</sup> year. Reading initiatives continue to address literacy issues, made worse since COVID.

## Activity in this academic year (2023-2024)

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
To continue to deliver a systematic synthetic 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
To introduce and implement a peer tutoring programme, Fluency for All	EEF research shows that peer-tutoring has a high impact (+5 months) for a low cost based on extensive evidence.	1
NGRT Reading test to be completed by all Year 7 students in Sept 2023 to identify targeted reading intervention.	See the previous 2 bullet points.	1
Effective QFT CPD		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
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ASDAN curriculum in key subject areas	This allows all students to be able to obtain qualifications to prepare them for post-16 education	1 and 3
Bridging groups in Years 7, 8 and 9	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	1

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit Part-time attendance Officer to the Attendance team	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
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 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
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.	1

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.	4
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.	4

**Total budgeted cost: £ 250,000**

## Part C: Review of academic outcomes

	% 4 EM non-PP	% 4 EM PP	% 5 EM non-PP	% 5 EM PP
2022-2023	72.7%	47.3%	43.8%	21.8%
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
2022-2023 PP	-0.87	-0.80	-1.03	-0.86	-1.02
2022-2023 Non-PP	-0.01	-0.21	-0.26	-0.08	0.07
2021-2022 PP	-1.05	-0.74	-1.39	-1.11	-1.17
Non-PP	-0.18	+0.02	-0.41	-0.19	-0.14
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

## 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
Virtual library	Wheelers
Fresh Start phonics	
Reading for Fluency	Shotton Hall