

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Keswick School
Number of pupils in school	1204 (as of 19/10/23)
Proportion (%) of pupil premium eligible pupils (as of 18/11/22)	Years 7-11 11.3% of 945 (Including: 5 Looked After Children; 8 PP+ adopted from care or previously looked after; 9 Service children.) Years 7-13 10.0% of 1204
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Julie Railton
Pupil premium lead	Annabelle Allport
Governor / Trustee lead	Rev. Charles Hope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,150 (£114,700 inc PP+ and Service Children)
Recovery premium funding allocation this academic year	£28,980
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	£143,680

Part A: Pupil premium strategy plan

Statement of intent

"Promoting excellence to enable all students to be happy and achieve their potential".

At Keswick School we aim to provide a broad, balanced and personalised curriculum which will engage, inspire and challenge all our students.

Leadership and management

The senior leadership team, with effective support and challenge from appropriately trained governors, have created a culture and ethos that enables all students to achieve their potential. We are proud of our highly effective subject specialist staff and ensure they have every opportunity to develop this expertise through access to the most current pedagogical and subject specific knowledge and training available, including engagement with relevant local networks and services. We focus on consistently improving the outcomes for all students, especially for disadvantaged students and are highly ambitious in our drive to close the progress gap between disadvantaged and non-disadvantaged students. Our relatively small and diverse disadvantaged cohort, typically between 6% - 12%, makes year on year comparison difficult but it does enable us to have excellent knowledge of our disadvantaged students and offer bespoke support and guidance. The senior leadership team challenges and supports academic and pastoral leaders systematically to focus on improving outcomes for disadvantaged students at Keswick School.

- Teaching actions (p.6)

Quality of education

All students have access to the highest quality and full curriculum led by knowledgeable and ambitious middle leaders. We strive to review and improve curriculum opportunities regularly through subject reviews, quality assurance, line management meetings, and through CPD programmes. Our key stage 3 is broad and balanced with the EBacc increasingly at the heart of our curriculum, alongside creative and practical qualifications. Disadvantaged students have access to and attain highly in all aspects of the curriculum and are encouraged to take up opportunities in the extended school curriculum.

- Teaching actions (p.6)
- Targeted academic support (pp.7-8)

Behaviour and attitudes

At Keswick School, we value, above all, respect for ourselves and others. We are an inclusive school where students and staff can be individuals within a supportive and vibrant community. Students support each other in admirable ways through peer support and coaching; exemplified by an impressive sixth form prefect body. Students' attitudes are exemplary, they are committed to their learning and work collaboratively with staff to create a positive and purposeful environment. Disadvantaged students contribute as mentors and coaches, take advantage of support themselves and are always at the heart of any actions taken by the school to improve the well-being of our young people. We act early to intervene at the point a need is identified.

- Targeted academic support (pp.7-8)
- Wider strategies (pastoral and personal development) (pp.9-10)

Personal development

The school's work to promote student and staff wellbeing is a priority. Nurturing healthy, confident, independent, responsible and resilient young people is incredibly important to the staff. Pastoral support is exemplary and ensures students have equal access to any opportunity. Students have access to an excellent range of opportunities to develop their spiritual, moral, social and cultural knowledge and experience through programmes of study and the wealth of extracurricular activities, trips and visits, workshops and conferences they can enjoy. Students receive high quality, impartial careers advice, information and guidance to help them make informed choices about their next steps and give them excellent opportunities to meet employers and experience the world of work. Disadvantaged students are prioritised for careers interviews in Y9, Y10 and Y11, and are given support to ensure they gain work experience that broadens their view beyond their immediate life experience.

- Targeted academic support (pp.7-8)
- Wider strategies (pastoral and personal development) (pp.9-10)

Challenges

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

Challenge number	Detail of challenge																																																						
1	<ul style="list-style-type: none"> Literacy: reading and the vocabulary gap - our assessments, discussions and observations show there are gaps for some disadvantaged students. Note: small numbers of disadvantaged. <p>Reading age averages in years/months (as of 19/10/23):</p> <table border="1"> <thead> <tr> <th>Year (number in year)</th> <th>Numbers of PP</th> <th>All years/months</th> <th>PP years/months</th> <th>Non-PP years/months</th> </tr> </thead> <tbody> <tr> <td>7 (154)</td> <td>PP - 16</td> <td>12/8</td> <td>12/0</td> <td>12/9</td> </tr> <tr> <td>8 (177)</td> <td>PP - 23</td> <td>13/0</td> <td>11/11</td> <td>13/2</td> </tr> <tr> <td>9 (209)</td> <td>PP - 28</td> <td>13/5</td> <td>13/2</td> <td>13/6</td> </tr> <tr> <td>10 (196)</td> <td>PP - 23</td> <td>13/11</td> <td>12/8</td> <td>14/0</td> </tr> <tr> <td>11 (209)</td> <td>PP - 17</td> <td>14/3</td> <td>13/5</td> <td>14/4</td> </tr> </tbody> </table> <ul style="list-style-type: none"> SEND students who are PP - our assessments, discussions and observations show there are a small number of students who have SEN and are PP, and who need extra academic and pastoral support. 	Year (number in year)	Numbers of PP	All years/months	PP years/months	Non-PP years/months	7 (154)	PP - 16	12/8	12/0	12/9	8 (177)	PP - 23	13/0	11/11	13/2	9 (209)	PP - 28	13/5	13/2	13/6	10 (196)	PP - 23	13/11	12/8	14/0	11 (209)	PP - 17	14/3	13/5	14/4																								
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2	<ul style="list-style-type: none"> In-school variation of pupil progress: finding the individual barriers - internal and external assessments show some disadvantaged students attain less well than their peers. Note: small numbers of disadvantaged. <p>Progress Summer 2023 (Year 11 Spring 23) in English and maths. % of students achieving expected KS3 knowledge and skills/GCSE grade (4 & above).</p> <table border="1"> <thead> <tr> <th rowspan="2">Year (number in year)</th> <th rowspan="2">Numbers of PP</th> <th colspan="3">English</th> <th colspan="3">Maths</th> </tr> <tr> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>All</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>7 (current Y8 - 177)</td> <td>PP - 23</td> <td>72%</td> <td>36%</td> <td>78%</td> <td>93.2%</td> <td>84%</td> <td>95%</td> </tr> <tr> <td>8 (current Y9 - 209)</td> <td>PP - 28</td> <td>77%</td> <td>54%</td> <td>81%</td> <td>89%</td> <td>77%</td> <td>90%</td> </tr> <tr> <td>9 (current Y10 - 196)</td> <td>PP - 23</td> <td>86%</td> <td>72%</td> <td>88%</td> <td>86%</td> <td>80%</td> <td>87%</td> </tr> <tr> <td>10 (current Y11 - 209)</td> <td>PP - 17</td> <td>89%</td> <td>47%</td> <td>93%</td> <td>88%</td> <td>79%</td> <td>88%</td> </tr> <tr> <td>11 (current Y12 or leavers - 207 GCSE Results)</td> <td>PP - 19</td> <td>90%</td> <td>84%</td> <td>90%</td> <td>85%</td> <td>68%</td> <td>86%</td> </tr> </tbody> </table>	Year (number in year)	Numbers of PP	English			Maths			All	PP	Non-PP	All	PP	Non-PP	7 (current Y8 - 177)	PP - 23	72%	36%	78%	93.2%	84%	95%	8 (current Y9 - 209)	PP - 28	77%	54%	81%	89%	77%	90%	9 (current Y10 - 196)	PP - 23	86%	72%	88%	86%	80%	87%	10 (current Y11 - 209)	PP - 17	89%	47%	93%	88%	79%	88%	11 (current Y12 or leavers - 207 GCSE Results)	PP - 19	90%	84%	90%	85%	68%	86%
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3	<ul style="list-style-type: none"> Self-esteem issues for some disadvantaged students - our discussions and observations with teachers and students show that some disadvantaged students need additional support to access high quality careers education, information, advice and guidance; and social, emotional and mental health support. Evidenced in PP progress meeting notes. 																																																						

4	<ul style="list-style-type: none"> Low attendance for some disadvantaged students - our analysis of attendance data shows that some disadvantaged students need additional support to secure and sustain better attendance. Note: small number of disadvantaged. * <p>Attendance data findings for 2022-2023</p> <table border="1"> <thead> <tr> <th>Year (numbers)</th> <th>Numbers of PP</th> <th>Attendance findings</th> </tr> </thead> <tbody> <tr> <td>7 (current Y8 - 177)</td> <td>PP - 23</td> <td>PP 90.8% / Non-PP 94.7%</td> </tr> <tr> <td>8 (current Y9 - 209)</td> <td>PP - 28</td> <td>PP 89.4% / Non-PP 92.9% * One student less than 50% attendance affecting the average</td> </tr> <tr> <td>9 (current Y10 - 196)</td> <td>PP - 23</td> <td>PP 90.3% / Non-PP 91.2%</td> </tr> <tr> <td>10 (current Y11 - 209)</td> <td>PP - 17</td> <td>PP 78.3% / Non-PP 92.2% *Two PP students less than 10% attendance affecting the average</td> </tr> <tr> <td>11 (current Y12 or leavers - 207 GCSE Results)</td> <td>PP - 19</td> <td>PP 88.4% / Non-PP 91.7%</td> </tr> </tbody> </table>	Year (numbers)	Numbers of PP	Attendance findings	7 (current Y8 - 177)	PP - 23	PP 90.8% / Non-PP 94.7%	8 (current Y9 - 209)	PP - 28	PP 89.4% / Non-PP 92.9% * One student less than 50% attendance affecting the average	9 (current Y10 - 196)	PP - 23	PP 90.3% / Non-PP 91.2%	10 (current Y11 - 209)	PP - 17	PP 78.3% / Non-PP 92.2% *Two PP students less than 10% attendance affecting the average	11 (current Y12 or leavers - 207 GCSE Results)	PP - 19	PP 88.4% / Non-PP 91.7%
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading ages of disadvantaged students	<p>Disadvantaged students have access to reading interventions if the standardised reading assessment score is below 90.</p> <p>Students' reading ages will improve at each termly retest and 1 year's progress by July 2024. We will see year on year improvements.</p>
The progress and attainment of disadvantaged students is equal to or better than their peers	<p>Disadvantaged students in KS3 to be working at expected by the end of each academic year.</p> <p>Disadvantaged P8 score to be above 0 or in line with the P8 score for non-disadvantaged learners nationally (whichever is greater). In 2023 this was 0.17 for non-disadvantaged nationally compared to Keswick School -0.06 (cohort of 19 disadvantaged students).</p> <p>Keswick School has a P8 figure of 0.33 for all students and -0.06 for disadvantaged students (these figures are provisional). P8 score for disadvantaged maths element: 0.18. P8 score for disadvantaged EBacc element: 0.20 *Note low numbers of PP.</p> <ul style="list-style-type: none"> % disadvantaged students achieving grade 5+ in the EBacc: 21% (above LA average of 18%)

	<p>for <i>non-disadvantaged</i> and just below national average of 24% for <i>non-disadvantaged</i>)</p> <ul style="list-style-type: none"> • % disadvantaged students achieving grade 5+ in English & maths: 43% (national 57% <i>non-disadvantaged</i>; LA 51% <i>non-disadvantaged</i>) • % disadvantaged students achieving grade 4+ in English & maths: 71% (in line with LA average of 73% for <i>non-disadvantaged</i> and just below national average of 76% for <i>non-disadvantaged</i>) <p>*LA = Cumbria</p>																														
<p>Disadvantaged students know how to achieve their potential, feel happy and confident at school and know how to make their next aspirational steps</p>	<p>Average positive attitude to learning grades (5-1) received by disadvantaged students at each data collection is in line with or above average positive attitude to learning grades for non-disadvantaged students at each data collection.</p> <p>Summer 2023 data entry (Individual students adversely affect averages)</p> <table border="1" data-bbox="671 824 1393 1585"> <thead> <tr> <th>Year</th> <th>No of PP</th> <th>PP</th> <th>Non-PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>11 (current Y12 or leavers - 207)</td> <td>19</td> <td>3.95</td> <td>4.17</td> <td>-0.22</td> </tr> <tr> <td>10 (current Y11 - 212)</td> <td>21</td> <td>3.21</td> <td>4.08</td> <td>-0.87</td> </tr> <tr> <td>9 (current Y10 - 217)</td> <td>18</td> <td>3.80</td> <td>3.93</td> <td>-0.13</td> </tr> <tr> <td>8 (current Y9 - 200)</td> <td>26</td> <td>3.72</td> <td>4.02</td> <td>-0.30</td> </tr> <tr> <td>7 (current Y8 - 188)</td> <td>26</td> <td>3.54</td> <td>4.06</td> <td>-0.52</td> </tr> </tbody> </table> <p>Learning conversations (pupil voice) will demonstrate improved confidence scores in subjects and allow us to target interventions such as peer-to-peer subject coaching effectively.</p> <p>All disadvantaged students to have an intended destination for work, training or further education for Sept 2023 and in subsequent years. NEET: 0%</p>	Year	No of PP	PP	Non-PP	Diff	11 (current Y12 or leavers - 207)	19	3.95	4.17	-0.22	10 (current Y11 - 212)	21	3.21	4.08	-0.87	9 (current Y10 - 217)	18	3.80	3.93	-0.13	8 (current Y9 - 200)	26	3.72	4.02	-0.30	7 (current Y8 - 188)	26	3.54	4.06	-0.52
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<p>Improve attendance of disadvantaged students</p>	<p>Further improve the attendance of Disadvantaged students to ensure that, as a cohort, it is in line with or better than the national average for Non-Disadvantaged students.</p>																														

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality assurance of curriculum to ensure high quality planning and teaching & learning. QA to follow a clear and thorough process to provide informative feedback followed up with a dept action plan (QA policy). Additional QA will be undertaken focussing on identified student groups across the curriculum (groups to include disadvantaged and SEND students)</p>	<p><i>EEF Closing the Attainment Gap, 2019</i> <i>'Good teaching for all pupils has a particular benefit for disadvantaged pupils.'</i></p>	<p>1,3</p>
<p>Whole school CPD programme to resume focus on those areas EEF identify as making the biggest difference for students:</p> <ul style="list-style-type: none"> ● Tier 2&3 vocabulary (continued from 2019/20) ● Reading across the curriculum (2022-24) ● Form Time Reading Programme (2023-2024) ● Strategies for long term knowledge retention/retrieval practice (continued from 2019/20) ● Metacognitive strategies ● Adaptive Teaching (2023-2024) to ensure there is support and challenge for all. 	<p><i>'Provide targeted vocabulary instruction in every subject</i> <i>Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.'</i></p> <p><u>Improving Literacy in Secondary Schools</u> <u>Assessment as learning: The role of retrieval practice in the classroom</u> <i>'Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well... metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.'</i></p> <p><u>Metacognition and Self-regulated Learning</u> <u>EEF blog: Moving from 'differentiation' to 'adaptive teaching'</u></p>	<p>1,2,3</p>

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

Budgeted cost: £ 35,000 (+ 28,980 recovery; £3,726 school-led tutoring; + £14,000 WELL disadvantaged offer)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS3 literacy Use reading standardised scores to identify: *Target group for Learning Support intervention (IDL/Reciprocal Reader/Fluency/Phonics) - more than 20% below chronological age *Watch group for English intervention (Reciprocal Reader/Accelerated Reader) - up to 20% below chronological age *Use NGRT diagnostic tests for students more than 20% below chronological age to target appropriately (2021-23) *Use FFT diagnostic tests for students more than 20% below chronological age to target appropriately (2023-24) WELL project to introduce Reciprocal Reader strategies into humanities.</p> <p>KS3 numeracy Use numeracy assessment to identify: Target group intervention (Rapid Maths in maths lessons) *Watch group for maths intervention</p> <p>Use recovery premium to support costs of 1:1 (2021-2024) or small group (1:3) school-led tuition (2021-2023)</p> <p>WELL (Western Excellence in Leading Learning) funding (LEA funded project) will support the intervention programme with money to pay for literacy and numeracy Teaching Assistants and facilitate further training with the Family Fisher Trust.</p>	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. EEF, Guide to supporting school planning, 2021 EEF Toolkit +5 months for one-to-one support and +4 months for small group tuition. EEF Closing the Attainment Gap, 2019 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</i></p> <p>'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK</p> <p>Reading comprehension strategies EEF</p> <p>https://researchschool.org.uk/unity/news/10-reasons-why-reading-aloud-matters</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3
<p>KS4 Autumn term 8 week after-school intervention programme aimed at identified Year 11 students – disadvantaged students will be targeted. Review and repeat if students don't make progress from</p>	<p><i>EEF Toolkit +5 months for one-to-one support and +4 months for small group tuition.</i></p> <p><i>EEF Closing the Attainment Gap, 2019 'Targeted small group and one-to-one</i></p>	2,3,4

<p>Y10 exams to Y11 PPEs (2021-22) in response to Covid-19 2022-23 - review PPE data and plan intervention programme for Spring 23. 2023-24 - review PPE data and plan intervention programme for Spring 24.</p> <p>Use recovery premium to support costs of 1:1 or small group (1:3) school-led tuition or NTP (My Tutor) in the spring term for Y10 and Y11 following first data capture in December 2021. Review and continue with 1:1 tutoring for identified students (2022-23) Review and continue with 1:1 tutoring for identified students (2023-2024) with a particular focus on PP students with SEND.</p>	<p><i>interventions have the potential for the largest immediate impact on attainment.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Implement PP Learning Conversations through Form Head mentoring and referrals to the PP Coordinator. Contact with home post-conversation where necessary.</p> <p>Purchase and implement Edukey Provision Maps to track students' provision. 2022-23 - embed the use of Provision Maps to track SEND, PP, PP+ and LAC. Continue to track students' provision (2023-2024) and use it to record learning conversations on PP plans.</p>	<p><i>Hattie Ranking, 'Visible Learning for Teachers', 2011</i></p> <p><i>Hattie effect size: 0.46: early intervention can increase parental support and reduce the number of sanctions for PP students.</i></p> <p><i>The NFER Flipped Learning research report (2015) advocates meeting individual learning needs and avoiding stereotyping all disadvantaged students as all facing similar barriers, by identifying the best strategies to help each student to make the next step in his or her learning. Additionally, many studies show a positive correlation between parental engagement and student performance.</i></p>	4

Wider strategies - pastoral and personal development (for example, related to attendance, behaviour, wellbeing, CEIAG)

Budgeted cost: £39,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop further Careers Education, Information, Advice and Guidance (CEIAG) for all students, prioritising PP students. The Gatsby report says all students should have at least 3 face to face contacts with employers throughout their school career.</p> <p>WELL (Western Excellence in Leading Learning) Inspira careers interviews for PP students in Year 9 and Year 10 2021-22 & 2022-2023 & 2023-2024</p> <p>Hello Futures funded Brilliant Club for PP Year 9 students 2020-2021 & 2021-2022. No longer funded for 2023-2024.</p> <p>Increase aspirational opportunities for PP students in school e.g. university talks, benefits of higher education talks, Oxbridge workshops and apprenticeship opportunities. Visit to a higher education institution in Spring Y9. (2023-2024)</p>	<p><i>'Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way.'</i> EEF, <i>Closing the Attainment Gap Key Lessons Learned</i>, Jan 2018.</p>	<p>3,4</p>
<p>Education Support Officer (ESO) to monitor the attendance of PP students and intervene early when attendance concerns arise.</p>	<p><i>NFER Flipped Learning research report (2015) shows higher levels of pupil absence are associated with poorer outcomes for disadvantaged pupils and that early response to poor attendance is an effective strategy.</i></p>	<p>3,4</p>
<p>Continue to support individual needs and enrichment on an individual basis. E.g. music tuition; extended school opportunities such as Latin, Further maths; educational trips and visits; resources and equipment including revision guides; Duke of Edinburgh award.</p>	<p><i>To remove barriers to learning and encourage equal access to enrichment opportunities for all. EEF Closing the Attainment Gap, 2019 'Essential life skills (or 'character') are important in determining life chances'.</i></p>	<p>3,4</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £143,680

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 2020-2021, 2021-2022 and 2022-2023 academic years.

2020-2021 summary

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned needs such as providing devices for remote learning (all students surveyed and requests from families for devices met: 39 disadvantaged families provided with devices; 14 non-disadvantaged families provided with devices), and 1:1 tutor support. We used NTP to support 25 Year 10 (current Year 11) disadvantaged students with 15 hours of tutoring in the summer term of 2021.

Although national assessments were cancelled in 2020-21, our school assessments demonstrated that disadvantaged student performance improved. In 2019 the Attainment 8 difference between PP and Non-PP was 1.33 (4.06 and 5.39) and in 2021 this had reduced to 1.05 (4.75 and 5.8). A difference of 1 is one whole GCSE grade.

In addition, we have increased the number of disadvantaged students studying EBacc subjects:

	All (national %)	PP (national %)	Non-PP
2019	25.1% (40%)	5.6% (27.5%)	27.2%
2020	20.6% (39.8%)	9.1% (27.8%)	21.9%
2021	79.2% (38.7%)	72.7% (27.0%)	79.6%
2022	71% (38.7%)	50% (26.9%)	72.6%
2023	66% (39.3%)	47% (27.7%)	68%

2021-2022 summary

As far as possible, in a year still affected by Covid, we implemented the strategy plan with a keen focus on high quality teaching and learning, targeted academic support, and wider strategies that included pastoral support and CEIAG opportunities.

Teaching

QA and subject reviews demonstrate a focus on addressing the needs of PP students. Evidence collected shows PP students have access to the same high quality teaching and learning as non-PP students. Where there are gaps it is due to attendance issues, a continual barrier to learning for some students.

The School Improvement Plan, curriculum maps and planning, and CPD programme demonstrate the focus on literacy, recall and retrieval, and metacognition as tools to improve the academic progress of all students, but in particular PP students.

Targeted Support

Data from 2021-2022 shows the interventions for the weakest readers across KS3 to be successful for many students. We continue to look at current research and DfE recommended programmes to support students, using diagnostic testing to identify gaps and areas of weakness.

We continue to use Recover Funding and School-led Tutoring to target students for small group or 1:1 tutoring in literacy and numeracy at KS3, and core subject tutoring at KS4.

Wider Strategies (pastoral and personal development)

Post-Covid work on CEIAG for PP students has been of vital importance. PP students in KS4 have prioritised Inspira careers interviews and supported with work experience placements. We have worked with the LEA through WELL (Western Excellence in Leading Learning) to provide Year 9 and Y10 PP students 2 careers interviews. A group of 8 Year 9 students completed the Brilliant Club programme and visited Manchester University (June 2022). We will take PP Y9 students to Edge Hill University for a Discovery Day in February 2023. KS4 PP students attended degree discovery workshops delivered by Newcastle University in October 2022.

The Education Welfare Officer, together with the pastoral and Student Support Centre staff, continues to work with a small number of PP families where attendance is a barrier to learning.

2022-2023 summary

Teaching

QA and subject reviews demonstrate a focus on addressing the needs of PP students. Evidence collected shows PP students have access to the same high quality teaching and learning as non-PP students. Where there are gaps it is due to attendance issues, a continual barrier to learning for some students. We are able to target students for peer support (Peer Mentor, Subject Coaching) and/or the Learning Mentor, and to homework club.

The School Improvement Plan, curriculum maps and planning, and CPD programme demonstrate the focus on literacy, recall and retrieval, and metacognition as tools to improve the academic progress of all students, but in particular PP students and those who also have SEND issues.

Targeted Support

Data from 2022-2023 shows the interventions for the weakest readers across KS3 to be successful for many students, particularly in Y7. We continue to look at current research and DfE recommended programmes to support students, using diagnostic testing to identify gaps and areas of weakness. We have trained English teachers and Teaching Assistants in Reciprocal Reader (FFT) and Teaching assistants in Fluency (FFT) and phonics (FFT) to deliver interventions.

We continue to use Recovery Funding and PP funding to target students for 1:1 tutoring in core subject tutoring at KS4. In KS3, a small number of PP/SEND students get 1:1 support in Learning Support.

Wider Strategies (pastoral and personal development)

Post-Covid work on CEIAG for PP students has been of vital importance. PP students in KS4 have prioritised Inspira careers interviews and supported with work experience placements. We continue to work with the LEA through WELL (Western Excellence in Leading Learning) to provide Year 9 and Y10 PP students 2 careers interviews. KS4 PP students attended degree discovery workshops delivered by Leeds University in October 2023 and will attend an Oxbridge workshop in February 2024. We plan to take Year 9 disadvantaged students to an Edgehill SMART day in spring 2024.

The Education Welfare Officer, together with the pastoral and Student Support Centre staff, continues to work with a small number of PP families where attendance is a barrier to learning.

<u>KS4 Results 2023</u>	All (207 students)	PP (19 students)	Non-PP (188 students)
P8	0.33	-0.06	0.37
A8	52.69	43.66	53.59
English 4 & Above	89.5%	84.2%	90.05%
English 5 & Above	73.3%	57.9%	74.9%
Maths 4 & Above	84.8%	68.4%	86.4%
Maths 5 & Above	71.0%	52.6%	72.8%
5 'A*-C' inc English & maths	81.0%	57.9%	83.3%

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
1:1 tutoring	My Tutor
Literacy Assessment Online	TES/Edukey
Provision Maps	Edukey
eLibrary	Wheelers digital library (stopped 2022)
Reciprocal Reader / Fluency / Phonics	FFT (Fisher Family Trust)
IDL	IDL

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> ● Year 7 team building days ● Contribution to educational trips and visits ● Music and singing lessons
What was the impact of that spending on service pupil premium eligible pupils?	<p>We usually make contributions to enrichment trips, visits and extracurricular opportunities. In 2020-21 trips did not run and whilst in bubbles extracurricular activities were limited. We provided Service children with devices during remote learning. We will write to Service PP parents to inform them of our enrichment offer in Autumn 2021 and ensure we can contribute to planned activities. Students also have access to our school counsellor and learning mentor.</p> <p>In 2022-23 trips and visits have resumed and service PP students are offered a contribution towards these. This allows students access to enrichment and extracurricular activities they may not access otherwise. We have been able to support students with music and singing lessons.</p>

Further information

We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage. We also looked at a number of studies about the impact of the Covid 19 pandemic on disadvantaged learners. We remain sympathetically critical when we select programmes and implement plans. Our work with the Western Excellence in Learning and Leadership (WELL) initiative, the collaboration with EEF research partners and the Education Research Alliance continues to inform and support our planning. In November 2023 we attended a WELL workshop with Marc Rowland on how to build an evidence informed PP strategy.

We continue to strive for excellence on behalf of all our students so will also build on staff training on memory and metacognition, assessment and feedback, and homework strategies because we recognise the EEF research, other research schools' evidence and pupil premium guidance about the impact of these practices. We have year group pupil progress termly meetings with pastoral and academic staff to discuss and review support for students. We aim to speak to each disadvantaged student in a learning conversation at least once each academic year; this is more frequent with many students.

We will continue to evaluate our plans and make timely adjustments to secure better outcomes for disadvantaged students over time.

Research and evidence base:

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

<https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

[‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK](#)

<https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2023/>