

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Joseph's RC High School
Number of pupils in school	1047
Proportion (%) of pupil premium eligible pupils	20% (207 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23- 2025-26
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr T McCabe (Headteacher)
Pupil premium lead	Mrs J Morgan (Deputy Headteacher)
Governor / Trustee lead	Mr J McMahan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238380.00
Recovery premium funding allocation this academic year	£61824.00
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	£300,204.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Joseph's it is our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Our aim is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils

Common barriers to learning for disadvantaged pupils may include:

- Generational lack of value for education and trust in 'the school establishment' can mean little support from home for good attendance, completion of HW, modelling of effective conflict resolution and support for Restorative Justice, modelling of work ethic and developing oracy in the family setting.
- Literacy and numeracy skills. Curriculum model has a stretch group containing a number of PP learners and setting for English and maths based on relevant KS2 score
- Addiction to mobile technology and inappropriate online behaviour- e.g. mobile phone in bedroom at night. This can lead to irregular sleep patterns, hence poor punctuality and emotional resilience.
- lack of confidence
- For a number of learners, low levels of emotional resilience means that behaviour in and out of class is, at times, poor and also conflict resolution is primitive meaning that exclusion rates are higher for PP learners.
- For a small number of affected students addiction to drugs causes irrational behaviour that is not conducive to good behaviour for learning.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support. Our ultimate objectives are:

- Quality first teaching for ALL learners including PP students. Quality CEIG for all PP students to raise aspirations.
- PP learners will show improved attendance. More engagement particularly in their ability to overcome challenges.
- PP gap will narrow and the Progress 8 for PP will be equal to that of NPP nationally.

- Improved resilience in written work. This involves creating a culture from transition through to Year 11 where learners are expected to achieve the highest grades. Learners are able to access the skills needed for GCSE success without being disadvantaged through literacy and numeracy barriers. Fewer examples of incomplete work where the student gave up or was insufficiently challenged.
- Parents value education and support the school by insisting on good attendance and high standards in school. All students have a place in the home or school for private study. Parents demonstrate a work ethic to students and are supportive of measures implemented by the school to support learning.
- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- Ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as attendance at careers fairs.
- Ensuring that vulnerable learners have access to high quality pastoral and mental health support
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered for qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives: The range of provisions available at St Joseph's RC High School include but are not limited to:

- Frequent monitoring and intervention of progress and needs from HoDs and HoYs through Progress to Target meetings.
- Literacy and numeracy/English and Maths support which includes in class support and small group withdrawal
- Mentoring for students in Y10/11 with SLT members
- Tracking and monitoring attendance to provide intervention and support where a need is identified
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources.
- Monitor attendance at extra-curricular activities.
- In class wave one intervention focused on PP students.
- PP student profiles so teachers learn what each individual PP student's barriers to learning are and whether they have a quiet work space, computer and internet access at home.
- Pastoral and counselling team to support ALL students with the well-being and mental health.
- Nurture club in unstructured times.
- Rationalise the curriculum for vulnerable PP students.
- PP students are included in all Pupil Voice activities.

➤ PP students to be a key focus in all Self Evaluation and Quality Assurance activities.

Challenges

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

Challenge number	Detail of challenge
1	Staff consistency and expectations to focus on building resilience & independence. Poor attendance from some PP learners and giving up when the 'going gets tough'. The need to develop tenacity and a culture of hard work for PP is part of the Pupil Premium Strategy for 2022-23.
2	Literacy and numeracy skills. Curriculum model has a stretch group containing a number of Pupil Premium pupils and setting for English and Maths based on relevant KS2 score. The aim is to achieve an aspirational curriculum to which all can aspire to achieve their best. Expectations and outcomes of pupils, groups and sets/classes to be reviewed at each data drop and after year 7 benchmarking to monitor the level of challenge accessed by pupils.
3	For a number of learners, low levels of emotional resilience means that behaviour in and out of class is, at times is poor and also conflict resolution is primitive meaning that exclusion rates are higher for PP learners
4	Parental engagement, with some parents and PP students not valuing education.
5	Generational lack of value for education and trust in 'the school establishment' can mean little support from home for good attendance, completion of HW, modelling of effective conflict resolution and support for Restorative Justice, modelling of work ethic and developing oracy in the family setting.
6	Addiction to mobile technology and inappropriate online behaviour- e.g. mobile phone in bedroom at night. This can lead to irregular sleep patterns, hence poor punctuality and emotional resilience.
7	For a small number of affected students addiction to drugs causes irrational behaviour that is not conducive to good behaviour for learning.

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
Quality first teaching for ALL learners including PP students. Quality CEIG for all PP students to raise aspirations.	Lesson observations, book looks, assessment data will all show high expectations from PP students and progress in line with their targets and ability. Narrow the achievement gap between PP and NPP students. CAIG events throughout the year that guide students along their career path- no NEET students.
PP learners will show improved attendance. More engagement particularly in their ability to overcome challenges.	Improved attendance, Improved number of PP learners reaching their target grades in all subjects. Bucket list engagement from PP learners, Progress 8 for PP to equal that of NPP nationally.
PP gap will narrow and the Progress 8 for PP will be equal to that of NPP nationally.	The gap between PP and NPP will narrow and the PP progress 8 will be equal to that of NPP nationally.
Improved resilience in written work. This involves creating a culture from transition through to Year 11 where learners are expected to achieve the highest grades. Learners are able to access the skills needed for GCSE success without being disadvantaged through literacy and numeracy barriers. Fewer examples of incomplete work where the student gave up or was insufficiently challenged.	PP progress measures for English and Maths element of P8 trending to match that of NPP nationally.
Parents value education and support the school by insisting on good attendance and high standards in school. All students have a place in the home or school for private study. Parents demonstrate a work ethic to students and are supportive of measures implemented by the school to support learning.	Improved parental engagement with school at parents' evenings and via student mentors. Parents support the school and the student in their learning.
frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support	Progress to target meetings focus on PP progress and planned intervention support the PP students to improve their progress from one data drop to the next.
Ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as attendance at careers fairs.	Calendar of CEIAG events throughout the year is in place to ensure students receive the advice and support and also raise PP learners' aspirations. No NEET students.
Ensuring that vulnerable learners have access to high quality pastoral and mental health support	Pastoral Team put strategies in place where needed for ALL students including PP learners.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered for qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

ALL socially disadvantaged students, despite whether they qualify for FSM or not, are supported through Pupil Premium funding.

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: £103,684.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing within the English and Maths department to offer small intervention group work. £6968.43	EEF Toolkit +4 months. Students taught in small groups and targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one	2
PP students to be the key focus in all Progress to Target meetings. Relevant data will be provided for each teacher, HoD and HoY. £49094.90	Third Space Learning identified the most successful schools with PP students collected and analysed data on groups and individual pupils, and monitored this over time putting appropriate support and interventions in place where needed.	1
Ensure wave 1 in class intervention is focused on PP students	EEF toolkit +4 months. Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	1, 2, 3, 4
Ensure quality first teaching by providing a robust CPD programme and tight monitoring quality assurance system. £5000.00	EEF- A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1, 2, 3, 4
DHT to meet with PP students termly to talk about their learning and the work in their books. Teachers to also include this within	EEF toolkit +7 months. Metacognition and self-regulation approaches to teaching support students to think about their own learning more explicitly, often by teaching them specific strategies for	3

<p>learning to improve metacognition and self-regulation.</p> <p>£31,913.63</p>	<p>planning, monitoring, and evaluating their learning.</p> <p>Interventions will be designed to give students a repertoire of strategies to choose from and the skills to select the most suitable strategy depending upon the learning task that they have been given.</p>	
<p>Continue to update the school's IT infrastructure to ensure it supports quality first teaching for ALL students including PP. Buy new servers and WiFi</p> <p>20% of the cost of servers: £10,707.60</p>	<p>According to the EEF Quality First Teaching should be a key priority for PP spend</p>	1, 2

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

Budgeted cost: £70,434.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader will be used to improve reading, comprehension and literacy levels.</p> <p>£4682.40</p>	<p>EEF toolkit +6 months. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	2
<p>Students who are in need of literacy intervention identified by Accelerated Reader will receive weekly reading sessions in the library where they will read aloud to the librarian and also engage with</p>	<p>EEF toolkit +6 months. Students will be targeted to read out loud and have discussions about their understanding of what they have read. They will also complete quizzes on Accelerated Reader and complete half termly assessments on Star Reader to measure impact of this intervention.</p>	2

Accelerated Reader and the quizzes to imp. £2892.18		
Underachieving PP students receive additional English and Maths during PE lessons for an intense four weeks. £6968.43	EEF toolkit +5 months. One to one tuition- giving students intensive individual support.	2
All PP students to receive a one to one careers interview with the careers advisor. £20182.86	EEF toolkit-impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.	5
Rationalise the curriculum for some PP students in Year 11 to provide extra support for English, Maths and coursework subjects. £6968.43	EEF toolkit +5 months. One to one and small group tuition- giving students intensive individual support.	2
PP students to be a key focus in ALL self-evaluation and quality assurance activities. E.g. lesson observations, book looks, pupil voice, PTT meetings, etc. £3500.00	EEF toolkit +1 month. Teachers are held to account for student performance and PP students are a key focus in any accountability activities.	1, 4
Recovery Premium £61,824 To subsidise 450 hours of School Led Tutoring £24,840.00	EEF toolkit +5 months. Tuition provides intensive learning for students as part of the school day and within the extended school day.	2, 3, 5
Continue to develop the library to include more books 20% of Library budget. £400.00	EEF toolkit +6 months Reading comprehension strategies this will be supported in their literacy lessons in Year 7 and 8 once per fortnight	2

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

Budgeted cost: £147,159.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify individual needs of each PP student and implement strategies to support progress and learning accordingly by producing PP Profiles for each students to share with teachers £34434.17	EEF toolkit +4 months. Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored.	1, 2, 3, 4
Introduce Trauma Informed Practice-CPD for all staff to ensure that PP and other vulnerable students are supported in the best way. £500	There are a number of research projects that show Trauma Informed Practice reduce exclusions and engage students in their learning more.	1, 3
Provide support for vulnerable PP students in Years 7-11 through short term interventions to help them access the curriculum. Anger management, bereavement, social situations, risk, self-respect, coping mechanisms, counselling, emotional and behavioural support and use of external agencies when appropriate. £46262.02 – 25 hours SLT time, 25% C Guy + Behaviour SLA	EEF toolkit +4 months- social and emotional learning. Social and emotional learning interventions aim to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF toolkit +4months- behavioural interventions. Behaviour interventions aim to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities	3, 5, 6, 7
To provide a safe nurturing environment for some of our most	EEF Toolkit +4 months- social and emotional learning, targeting at students	3, 5, 6, 7

<p>vulnerable Yr 7-11 PP students during unstructured time (The Hive).</p> <p>£14664.76 – 25% Vernon + A Wiggans</p>	<p>with particular social or emotional needs.</p>	
<p>PP students have access to paid activities for free e.g. trips/visits.</p> <p>£5000.00</p>	<p>Unknown impact. PP students will have access to resources and activities that their parents may not be able to fund ensuring PP students are provided with the same experiences and opportunities as their peers.</p>	5
<p>Use of one Student Support officers to provide reactive support for PP learners when needed and also to forge better home/ school relationships.</p> <p>£5000.00</p>	<p>EEF +4 months- Parental engagement to encourage parents to support their child's academic progress.</p>	4, 5
<p>Attendance staff closely monitor PP attendance. Providing support for at risk students using home visits, supplying taxis to improve attendance.</p> <p>£5745.84 – 20% TM</p>	<p>EEF +4 months- parental engagements and home visits improve attendance.</p>	4, 5
<p>High Ability PP students will take part in the Raising Aspirations Youth Programme at Bolton College.</p> <p>£191.61</p>	<p>EEF toolkit-impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.</p>	5
<p>Work experience for ALL year 10 students. Ensure PP students are suitably placed to raise aspirations.</p> <p>£1703.40</p>	<p>EEF toolkit-impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.</p>	5
<p>Year 10 and 11 Careers Fair. PP students invited by phone call home.</p> <p>£319.74</p>	<p>EEF toolkit-impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem,</p>	5

	motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.	
Extended Work Placements for students who are at risk of permanent exclusion £1000	EEF +4 months behaviour interventions EEF toolkit aspirations interventions. Removing students from 5 days in school or reducing the days in school prevents them from being excluded. It also aims to engage them in employment that they are interested in to raise aspirations and develop their self- esteem.	3, 5, 7
Buy in Alternative provision for two PP students two days per week at Redbox from Autumn 2 (total of 62 days for both students at £75 per day= £4650 £10,000.00	EEF +4 months behaviour interventions EEF toolkit aspirations interventions. Removing students from 5 days in school or reducing the days in school prevents them from being excluded. It also aims to engage them in employment that they are interested in to raise aspirations and develop their self- esteem.	
Engage parents in all school based activities. Phone calls to all PP students about parents' evenings, careers events, revision sessions, transportation offered to and from the venue where necessary. £2000	EEF +4 months- parental engagements encourage parents to support their child's learning, progress and attainment.	4, 5
Respond to the needs of PP students by including them in pupil voice activities. £2500.00	EEF toolkit +6 months. Oral language interventions. Encourage students to have their voices heard and to bring about change.	3, 5
Involve PP students in the wider life of the school. Improve bucket lists activities and monitor PP attendance. £4000.00	EEF +3 months- extending school time includes increased learning time and exposes students to a wider variety of experience to build their self- esteem and resilience.	3, 5
Encourage PP students to engage with learning outside the classroom and incentivise	EEF +3 months- extending the school day by encouraging students to revise and learn at home.	3, 5

attendance. Purchase revision books. £7238.06		
Purchase the services of WhysUp to raise awareness of mental health and addiction issues. They will also support students who have mental health and addiction issues in school. £6600.00	EEF toolkit +4 months- Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3, 6, 7
Pay for the cost of E-Praise which is a communication system that support not only home-school communication, but all student-school communication. Work can be set remotely on this platform also.	EEF toolkit +4 months. Improve parental engagement in their child's learning.	4

Total budgeted cost: £ 321,278.50

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 to 2021 academic year.

Although there are no performance tables published at this current time for 2022, The following findings are shown in SISRA for our 2022 outcomes:

Although 16 out of 35 PP students achieved above expectation in terms of progress measures (SISRA Subject Progress Index-SPI), there is still a gap between PP students and their counterparts. However, the gap has narrowed since 2019, year on year:

Gap between PP students and their counterparts

Class of ...	2019	2020	2021	2022
Overall Average Progress	-0.64	-0.57	-0.48	-0.4
Maths Progress	-0.46	-0.62	-0.45	-0.43
English Progress	-0.96	-0.45	-0.45	-0.13

**Based on SPI taken from SISRA until DfE Performance tables are published*

It is also worth noting that three of our PP students were placed on alternative provision, providing them with work experience to support them for the future and to help them to remain in school. These students only sat English and Maths GCSEs. This has had a negative impact on the overall average performance of PP students in 2022. If these students were taken out of the data, the gap for 2022 would be significantly less. However, as a school, we believe that the three PP students who were placed on work experience, flourished in their placements and have gone on to gain apprenticeships as a result.

All Progress to Target meetings focused on underachieving PP students and intervention was implemented to improve progress. The impact of this was that PP students in 2022 improved. The gap between PP students and their counterparts still exists but has narrowed since 2021. See the table above for the year on year improvements in PP student progress.

All self-evaluation and quality assurance activities focused on PP and SEND students to establish whether they were receiving quality first teaching and the expectations of these students were as high as for their counterparts. High expectations and quality

first teaching was evident in book looks, assessments, learning walks. As a result, the progress of PP students has improved year on year since 2019.

CEIG events throughout the year focused on ensuring that PP students attended and all PP students received a one to one meeting with the careers advisor. This resulted in no NEET students in 2022.

Additional English and Maths lessons were given to underachieving PP students. In English, all student who attended every intervention session 92% achieved at least one grade higher by the end of the year and 50% of these students achieve two or more grades higher by the end of the year. For those PP students who attended some but not all English interventions 40% of these students achieved at least one grade higher by the end of the year. These students on average achieved 0.40 of a grade higher by the end of the year. For those PP students who were underachieving and did not attend the English intervention, no grade increase was seen by the end of the year. In Maths all PP students who attended and fully engaged with every intervention session made achieved on average achieve 0.93 of a grade higher by the end of the year. Some of these students made two grades progress by the end of the year. PP students who attended some of the interventions but not all made on average 0.36 of a grade increase by the end of the year. For PP students who failed to engage with the intervention only two made a grade increase by the end of the year.

CPD focused on developing quality first teaching for all students including PP students. As a result the PP gap has diminished year on year.

The Deputy Headteacher met with different groups of PP students each term to talk about their learning and the work in their books. Students spoke proudly about their work and their learning.

All PP students who did not have access to a lap top or the internet at home were offered a laptop or dongle for the internet. PP students were able to gain rapid access to RM Unify and other learning platforms both at school and at home.

Accelerated Reader was used in Year 7, 8 and 9 to identify students with low reading ages. Students with low reading ages were given reading intervention in the library. As a result

All PP students received a one to one careers interview with the careers advisor. All students attended their interview and discussed future aspirations and options.

Year 10 and 11 PP students had an SLT mentor who met with them on a fortnightly basis. The impact of this was varied with some student engaging and others less so. Those who engaged made positive progress.

An extensive pastoral support programme supported PP students with emotional/ behavioural issues. They also supported with mental health issues and external

agencies were brought in when necessary. Improvements in social, emotional, mental health and behaviour were evident, however the effects on progress are not clearly evident owing to the number of support strategies and interventions that were put in place.

All vulnerable PP students went to the nurture room at break and lunch times. These students developed friendships and gained confidence as a result. Some of these students have now returned to mainstream school population at lunchtime.

PP students were given access to various paid activities and allowed PP students to access costly resources, e.g. revision books, on line packages, lap tops or educational visits.

Two students support officers were assigned to year groups to provide support and reactive support for PP learners. As a result home/school relationships and communication improved as a result.

The school bought in UNIFROG (an online careers platform) and also provided online work experience for Year 11, including PP students. The online platform provided links to online university events, business events/webinars. The impact of this was that the school's NEET figure for 2022 was nil.

Three PP students was offered alternative provision and attended work placement. Two of the placements were extremely successful and prevented the student from being permanently excluded. The two PP students were offered apprenticeships as a result of their placements. The other work placement broke down because the student failed to engage. This student was offered an alternative timetable to ensure that he was not permanently excluded. All three students sat a reduced number of GCSEs.

Literacy and numeracy intervention took place with 23 PP students receiving this support, all students improved their scores significantly on the IXL numeracy support package and in their reading ages.

The curriculum was rationalised for a small number of PP students where they were removed from one option subject and attended additional English and Maths lessons. All students made improved progress from the start of the additional lessons to the final results.

78 PP students received 15 hours of small group tutoring funded by the DfE and our Recovery premium. Each student received 15 hours of tutoring in English, Maths or Science. Some students received tutoring in all three subjects. The impact of the tutoring was an increase in confidence in the subject (as identified by student questionnaire) and every student improved their score from their first assessment to the final assessment.

A new library was set up and books were replenished with new and up to date reading. Students are able to borrow books, students who are below chronological reading age go into read with the librarian on a weekly basis. Literacy and reading lessons are also timetable in the library.

Two high ability PP students took part in the Raising Aspirations Programme at Bolton College. The impact of the programme is that the students gain skills in career planning, employability skills, networking and helping to raise aspirations of first generation university entrants.

All students including PP students successfully completed one week of work experience. Employability skills, confidence and working with others were just some of the skills gained by the students as a result of this work experience.

A Careers Fair for Year 10 and 11 took place in September 2021. PP attendance was high at this event. The fair gave them opportunities to research and look at different post 16 options available to them.

PP students were included in all pupil voice activities including those with external visitors.

All PP students listened to a Motivational Speaker- Richard McCann to encourage them to believe that they can do anything if they put their minds to it and barriers that they face along the way are ways of strengthening them.

WhysUp were bought in to raise awareness of mental health and addiction. Numerous assemblies were delivered and the WhysUp team working with individual students who needed additional support, PP students were included in the additional support.

Epraise was purchased to ensure that all students, including PP students have access to all homework set. Students and teachers are able to message one another to support students with their homework or any other concerns.

Attendance for PP students did not improve and continues to be a focus moving forwards. An attendance officer has now been appointed to work solely on attendance.

Attendance at parents evenings improved for PP students owing to the fact that parents evenings are now virtual. Phone calls home to PP parents took place before each parents evening to support with accessing the system. In addition to this there were emails and texts sent home.

PP student profiles were used to hear pupil voice about their preferences to learning, what their home life is like, whether they have access to the internet and a computer at home, whether they have a quiet space to study at home. The profiles were shared

with class teachers to help them understand how each PP student learns best and what barriers they have to their learning.

PP students were the focus of all Self Evaluation and Quality Assurance activities. As a result the expectations of PP students were heightened and in line with their peers. Intervention was implemented as a result where appropriate. The impact was improved attainment and progress of PP students compared to 2021.

PP students received targeted careers advice and had a 1-2-1 careers advice and guidance interview with the careers advisor, either face to face or by telephone consultation and in some cases students were taken to interviews by the careers advisor. The impact is our school NEET figure for 2022 is nil.

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
Online Careers Advice	UNIFROG
Online Parents Evening	School Cloud
Communication system for home-school and school-student communications	E-Praise
Mental health and addiction support	WhysUp

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional Activity:

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. That will include:

- Embedding more effective practice around feedback encouraging feedback loops to be closed so students make more progress as a result. EEF evidence demonstrates this has a significant benefits for students, particularly disadvantaged students.*
- Offering a wide range of extra-curricular activities to boost well-being, behaviour, attendance, aspiration. The Duke of Edinburgh Award will be offered and PP students will be encouraged to engage.*
- An additional school bus service will be put on one day per week to support PP attendance at extra-curricular and at interventions after school.*

Planning, implementation and evaluation.

In planning our Pupil Premium Strategy, we evaluated the impact of previous activity and investigated why some activities did not have the desired impact.

We triangulated evidence from multiple sources of data including assessment data, book looks, lesson observations, pupil voice and teachers in order to identify challenges faces by our disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on student outcomes and how to address these challenges. We also looked at research about the impact of the pandemic on disadvantaged students.

We used the EEF's implementation guidance to help develop our strategy.