

# 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	The Elton High School
Number of pupils in school	1,027
Proportion (%) of pupil premium eligible pupils	26.5% (19.9% FSM)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 11 <sup>th</sup> , 2022
Date on which it will be reviewed	July 18 <sup>th</sup> , 2023
Statement authorised by	Mr Jonathan Wilton, Headteacher
Pupil premium lead	Mr David Wilson, Assistant Headteacher and Designated Teacher for children in care.
Governor / Trustee lead	Mr Ian McKay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,810
Recovery premium funding allocation this academic year	£40,078
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	£274,888

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all our students will make good progress and achieve their full potential across the curriculum, notwithstanding financial disadvantage, vulnerability or academic starting point. Furthermore, that they are supported to be emotionally healthy young adults who are well-prepared to access the next stage of their education.

The focus of our pupil premium strategy, therefore, is to ensure our disadvantaged students achieve these goals. We will consider in our plans the needs of our SEN K students and those with a social worker or in receipt of early help.

Driving our strategy is the ambition to support consistently great teaching across the school, ensuring that the students have equality of access to a broad and ambitious curriculum that:

- is challenging in both content and implementation;
- supports the development of high-quality literacy, numeracy and oracy skills; - promotes their personal development and well-being; - develops their cultural capital.

Integral to the implementation of the curriculum is a focus on pedagogical approaches proven to be effective in supporting the learning of all students, but for disadvantaged students especially – predominantly metacognitive approaches and use of effective feedback. These are a consistent focus of our weekly teaching and learning briefings and are a core focus of the research undertaken by our school’s teaching and learning group. Implicit in our ambitions for our disadvantaged students is the intention that non-disadvantaged students’ attainment and progress will be no less promoted.

Our strategy also centres on ensuring that, where needed, students are offered early and personalised interventions so that potential disadvantage in comparison to their peers is redressed. Such interventions are identified both through diagnostic assessment and as an outcome of early help/statutory meetings and support the whole child by responding to their individual needs, whether academic or emotional. To this end, our activity this year will be largely focus on supporting identified students to increase their attainment the core subjects as well as to increase attendance for students in receipt of FSM.

Our strategy also considers whole-school plans to support recovery from the effects of the pandemic, hence is focused on enhanced wider provision which is accessible to all students with disadvantaged students being prioritised for some such provision. This includes summer schools, guidance events, support from external agencies and investment in technologies. We seek always to work closely with our families to ensure that they are enabled to support their child’s education.

Underpinning all of the above is the strong and abiding belief that the responsibility for ensuring equality of access for our disadvantaged students is one that is central to the role of every stakeholder in our school. Disadvantaged students have been amongst the worst affected by the pandemic, in many

cases mitigating the effects of the careful work done to address the endemic attainment gap since the introduction of the grant, thus it is incumbent on every member of our school community to strive to do all we can to ensure they access the highest quality of provision, such that they are able to achieve commensurate to their peers.

## Challenges

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

Challenge number	Detail of challenge																								
1	<p>Attainment and progress of disadvantaged students in Maths is generally lower than that of their peers. Our observations and discussion with our staff, students and families suggests that lower engagement with interventions and some lack of aspiration to achieve over grade 4 are the most significant inhibitors to progress.</p> <p>A comparison of pre- and post-Covid outcomes is showing some narrowing of both the attainment and progress gaps.</p> <table border="1"> <thead> <tr> <th colspan="3">Maths Outcomes</th> </tr> <tr> <th></th> <th>PP Attainment Gap vs non-PP</th> <th>PP Progress gap vs Non-PP</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>-1.4</td> <td>-0.78</td> </tr> <tr> <td>2021-22</td> <td>-1.2</td> <td>-0.35</td> </tr> </tbody> </table>	Maths Outcomes				PP Attainment Gap vs non-PP	PP Progress gap vs Non-PP	2018-19	-1.4	-0.78	2021-22	-1.2	-0.35												
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2.	<p>Attainment and progress of disadvantaged students in English is generally lower than that of their peers. Teacher and diagnostic testing suggest that the quality and accuracy of disadvantaged students' writing is generally lower than their peers. A comparison of pre- and post-Covid outcomes shows a narrowing of both the attainment and progress gaps in English Literature, but a widening in English Language.</p> <table border="1"> <thead> <tr> <th colspan="3">English Language Outcomes</th> </tr> <tr> <th></th> <th>PP Attainment Gap vs non-PP</th> <th>PP Progress gap vs Non-PP</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>-0.9</td> <td>-0.44</td> </tr> <tr> <td>2021-22</td> <td>-1.2</td> <td>-0.48</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">English Literature Outcomes</th> </tr> <tr> <th></th> <th>PP Attainment Gap vs non-PP</th> <th>PP Progress gap vs Non-PP</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>-1.2</td> <td>-0.73</td> </tr> <tr> <td>2021-22</td> <td>-0.9</td> <td>-0.21</td> </tr> </tbody> </table> <p>In year 7, of the 54 students whose spelling age was below AREs, 20 are disadvantaged;</p> <p>In year 8, of the 58 students whose spelling age was below AREs, 15 are disadvantaged;</p> <p>In year 9 of the 59 students whose spelling age was below AREs, 21 are disadvantaged;</p>	English Language Outcomes				PP Attainment Gap vs non-PP	PP Progress gap vs Non-PP	2018-19	-0.9	-0.44	2021-22	-1.2	-0.48	English Literature Outcomes				PP Attainment Gap vs non-PP	PP Progress gap vs Non-PP	2018-19	-1.2	-0.73	2021-22	-0.9	-0.21
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3.	<p>The GL tests, used to assess and track students' reading age, shows:</p> <ul style="list-style-type: none"> <li>- that in year 7, 6 disadvantaged students do not yet have a reading age that enables them to access the secondary curriculum (9 years and 6 months), compared to 22 non-disadvantaged students;</li> <li>- that in year 8, 5 disadvantaged students do not yet have a reading age that enables them to access the secondary curriculum, compared to 12 non-disadvantaged students;</li> <li>- that in year 9, 2 disadvantaged students do not yet have a reading age that enables them to access the secondary curriculum, compared to 0 non-disadvantaged students.</li> </ul> <p>This impacts their access to and progress in all curriculum areas.</p>
4.	<p>Our data highlights that there is a gap in the attendance of disadvantaged students and non-disadvantaged students for the following academic years, the attendance of disadvantaged students compared with their peers was:</p> <ul style="list-style-type: none"> <li>- 2018-2019 91.46% PP compared with 94.39 for non-PP</li> <li>- 2019-2020 92.56% PP compared with 95.35 for non-PP</li> </ul>
	<ul style="list-style-type: none"> <li>- 2020-2021 86.45% PP compared with 92.57 for non-PP</li> <li>- 2021-2022 88.30% PP compared to 92.80 for non-PP</li> </ul> <p>More of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our data shows that students who are persistently absent are amongst those who risk making least progress in their respective year groups.</p>
5.	<p>Our data shows that disadvantaged students (boys especially) are disproportionately represented in fixed term exclusion figures. The attainment of these students is lower than their peers.</p>
6.	<p>Our assessments, observations and discussions with students and their families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by several national studies.</p> <p>Our assessments (student voice), observations and discussions with students and families have identified social and emotional well-being issues, such as anxiety, low moods, disaffection and low self-esteem. This is partly driven by concern about catching up lost learning and exams. These challenges particularly affect disadvantaged pupils, including their attainment and, for some, attendance.</p>
7.	<p>Destinations/leavers' information shows that:</p> <p>For the year 2020--21, 94.4% of disadvantaged students remained in education, employment or training, compared to 97% of their non-disadvantaged peers.</p> <p>Whilst significantly more of our disadvantaged students than those nationally pursue a destination in an FE college, there have, until 2020, been fewer disadvantaged students taking up places at VI form college. Whilst this gap for all disadvantaged students was redressed, only one disadvantaged boy pursued a placed at VI form college.</p>

## 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
The progress and attainment of disadvantaged students in maths will increase and will move increasingly closer to matching that of their peers.	2024/25 KS4 outcomes demonstrate that disadvantaged students achieve an average Attainment 8 score of 5.3 in maths
The progress and attainment of disadvantaged students in maths will increase and will move increasingly closer to matching that of their peers.	2024/25 KS4 outcomes demonstrate that disadvantaged students achieve an average Attainment 8 score of 4.9 in English.
The literacy and numeracy skills of identified students especially, but all students more widely, will continue to improve.	The reading/spelling age of disadvantaged students in receipt of literacy interventions will increase by at least one year from September to July in that academic year.
	QA processes will demonstrate that the quality and consistency of teaching of literacy and numeracy teaching continues to improve across the school.
The attendance of students entitled to free school meals improves and this improvement is sustained; persistent absenteeism sees a continued decline.	By 2024/25: <ul style="list-style-type: none"> <li>- the attendance of all students matches or exceeds the national average;</li> <li>- the gap between the attendance of disadvantaged students and their peers is reduced to at least 1.2%</li> <li>- The persistent absenteeism for disadvantaged students is reduced to 5%</li> </ul>
For disadvantaged boys especially, there is a sustained reduction in fixed term exclusions.	By 2024/25: <ul style="list-style-type: none"> <li>- FTEs for disadvantaged students reduce by at least 25 students;</li> <li>- qualitative suggests that staff are enabled to better support students' mental health and well-being through CPD;</li> <li>- qualitative data suggests that students benefit from the provision identified on their cycles of ADPR.</li> </ul>

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations suggests that fewer students experience poor emotional health;</li> <li>- there is a year on year reduction in the % of disadvantaged students who require additional and different interventions to support them to regulate their emotions.</li> <li>- a reduction in absenteeism and exclusions will be evident (see above).</li> </ul>
<p>Disadvantaged students have the highest aspirations for now and the for the future.</p>	<p>By 2024/25:</p> <ul style="list-style-type: none"> <li>- The % of disadvantaged students remaining in education, employment or training for more than two terms at least matches that of their peers.</li> <li>- disadvantaged students are at least proportionally represented in the % students seeking a VI form destination; the % of disadvantaged boys seeking a place at VI form college increases to at least 40% of the disadvantaged cohort.</li> <li>- students' access enrichment opportunities provided by widening</li> </ul>
	<p>participation providers such as Manchester Higher are resumed and increase between 2022-25.</p>

## 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: £96, 492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop and refine our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Fund teacher release time to enable two of our maths teachers - one a post-holder- to participate in the Maths Hub project, 'Years 5-8 Continuity'. This will guide our maths team to prioritise key aspects of the KS3 curriculum and support mastery approaches.</p>	<p>The DfE KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <i>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</i></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	1
<p>The identification of a senior leader to identify, lead and evaluate the effectiveness of our school's pupil premium strategy.</p>	<p>The report, '<i>How schools are spending the funding successfully to maximise achievement</i>' (Ofsted), recommends that schools who used the grant the most effectively to secure good outcomes for their disadvantaged students, 'ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.'</p>	all
<p>In consultation with subject and pastoral leaders, purchase resources and equipment that will ensure disadvantaged students:</p> <ul style="list-style-type: none"> <li>- are able to fully access remote</li> </ul>	<p>Family and student voice suggested that some our families lack access to resources necessary for students to fully engage in remote learning, therefore addressing this in order to ensure there is no inequality of access for our disadvantaged students is key. This is also a strong recommendation made in the EEF guidance document, '<i>Best</i></p>	1,2,6

<p>learning, if necessary;</p> <ul style="list-style-type: none"> <li>- have access to learning resources that will address potential learning loss as a result of the pandemic.</li> </ul>	<p><i>evidence on supporting students to learn remotely’.</i></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experience, we have identified a need to set a small amount of funding aside for dispersal to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Continue to embed a consistent approach to quality first teaching through CPD such that teachers have a shared understanding of what means in our context and are able to apply these principles to lesson planning and implementation.</p>	<p>Our focus will be including cognitive strategies in lessons, such as problem solving and memorisation techniques, as well as teaching meta-cognitive strategies to students, such that they are better able to become independent learners.</p> <p><i>‘Maximising Learning’, EEF</i></p>	<p>all</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF’s <i>‘Improving Literacy in Secondary Schools’</i> guidance.</p> <p>We enable professional development focused on:</p> <ul style="list-style-type: none"> <li>- the development of students’ oracy;</li> <li>- a consistent approach to the accurate use of grammar;</li> <li>- addressing potential vocabulary gaps and/or language deficit.</li> </ul>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Staff voice has identified the desire for a common approach to teaching oracy, as well as supporting reading and writing.</p>	<p>2</p>



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

Budgeted cost: £58,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments to facilitate baseline testing and subsequent tracking of students' literacy skills.	As highlighted by the EEF, standardised tests can provide reliable insights into students' specific needs, such that interventions can be most effectively targeted.	2,3
<p>Provide 'wave one' and 'wave two' interventions for students whose literacy and/or numeracy skills are below age-related expectations. Disadvantaged students are prioritised for enhanced/wave one interventions.</p> <p>Provide training to ensure consistency of quality of such interventions.</p>	<p>The EEF Toolkit suggests that one to one targeted support 'is very effective at improving pupil outcomes', especially when those leading it are 'well-trained and supported – for example, delivering a structured intervention.'</p> <p>Interventions such as this can provide on average 5 months' progress.</p> <p>Evaluation of the impact of these interventions over the last five years shows that they are consistently highly effective in improving students' literacy and numeracy and can thus support students to access the curriculum better.</p>	1,2,3
Support identified students through National Tutoring Programme, providing intervention through a blend of tuition and mentoring. The focus of the support will be on addressing gaps in learning in English, maths and science and will be prominently directed towards disadvantaged students.	<p>The EEF Toolkit suggests that small-group interventions and can be a cost-effective way at securing progress. The EEF further states that small- group interventions 'can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</p> <p>Student voice (June 2021) highlighted that, of the 60 students engaged in the NTP, 43 were largely positive about the benefits of the intervention since it supported them to consolidate skills in an identified area of 'weakness' in English, maths or science.</p>	1,2,3

<p>Host a 'catch up summer school' for identified year 10 students (i.e. disadvantaged; low engagement with remote learning; low attainment in core subjects)</p>	<p>The EEF suggests that academic summer schools can be effective in supporting student's progress by up to 3 months. Since the EEF suggests that summer schools offer the most effective outcomes for students when they are led by teachers that are known to them, as well as those that have 'an academic component' (if the focus is to improve learning), the sessions will be led by core subject TLR holders and external agencies, such as youth theatre workshops and motivational coaches.</p>	<p>1,2,3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £115,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Host a 'transition summer school' to support the smooth transition of identified year 6 students. The focus of the summer schools will be to support students' personal development and oracy skills, as well as to provide a range of enrichment experiences. The vast majority of invitees will be disadvantaged students, children in care and children with an EHCP.</p> <p>The summer school will be coordinated and led by the senior leader responsible for the progress of disadvantaged students, supported by at least one HLTA.</p>	<p>Research undertaken by the EEF suggests that summer schools, 'can also offer additional experiences and activities [which] might be valuable in and of themselves or be used to increase engagement alongside academic support.'</p> <p>We have hosted a summer school for the past ten years. Over that time, it has become increasingly over-subscribed, moreover, attendance has increased so that almost all students sustain attendance across the week. This, as well as family voice, highlights that our families see it as a positive experience and, for some, an effective intervention in ensuring a positive start to high school. We have observed that summer school has been integral to establishing positive engagement with some families who might otherwise be 'harder to reach'.</p>	<p>6 (possibly 4 and 5)</p>
<p>Embedding a range of strategies to support the mental health and wellbeing of all students generally, but identified</p>	<p><i>The Mental Health of Children and Young People in England survey (2020)</i> found that there has been an increase in the number of children who have 'a probable mental disorder'.</p>	<p>4,5</p>

<p>students specifically. This includes:</p> <p>Delivering CPD on the effects of adverse childhood experiences, attachment disorders and emotionally based school anxiety to enable all adults in school to support students who might have experienced these and as a consequence are struggling to regulate their behaviour and emotions.</p> <p>Increasing our pastoral mentor team from 2 to 3 to enable more direct work to be undertaken with students and their families.</p> <p>Identified students will benefit from the support of an educational psychologist.</p>	<p><i>The Public Health England COVID-19 mental health and wellbeing surveillance report</i> suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing.</p>	
<p>Embedding principles of good practice set out in DfE's <i>Improving School Attendance</i> advice.</p> <p>An attendance/inclusion officer is in place with a specific focus on supporting the attendance of students through direct work with them and their families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p>	<p>4</p>

**Total budgeted cost: £270,086**

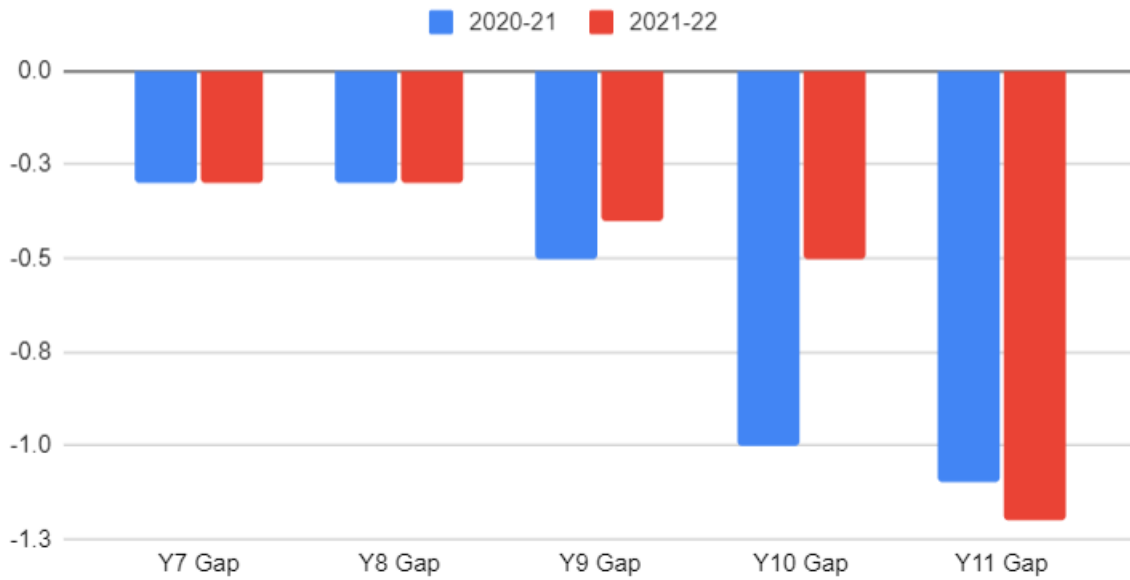
## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

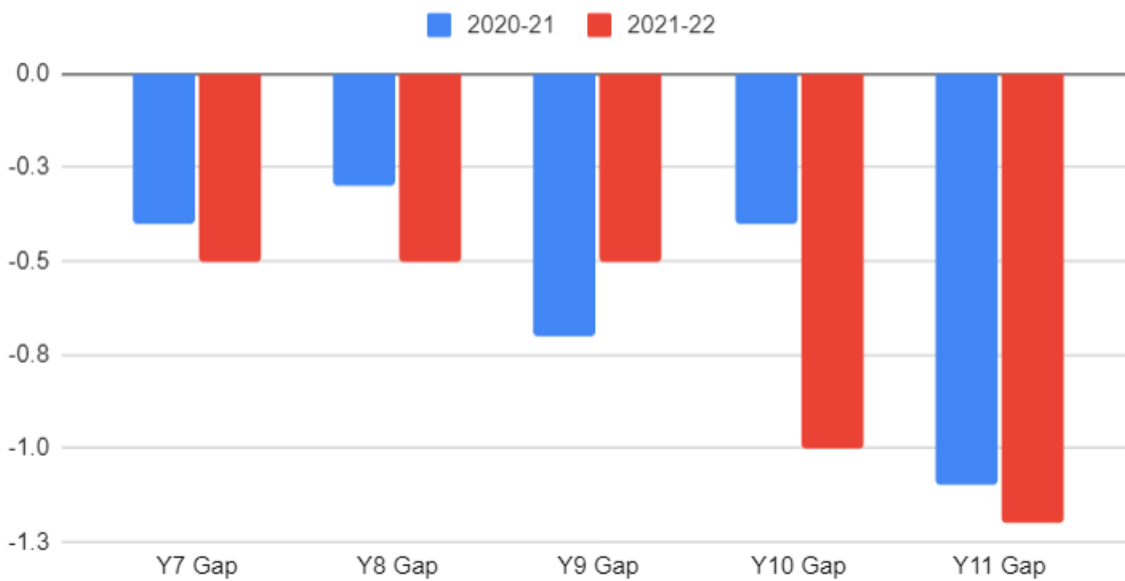
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessment data shows that on a three-year trend, the attainment of disadvantaged students in both English and maths remains lower than that of their peers. In 2022, the gap in Y10 for English halved from -1.0 to 0.5, and narrowing of the gap was also seen in Y9 for both Maths and English. The gap in GCSE outcomes in Y11 has slightly widened over the last two years.

EOY Attainment Gaps (PP vs non-PP) in English 2020-21 and 2021-22



EOY Attainment Gaps in Maths (PP vs non-PP) 2020-21 and 2021-22



		English		Maths	
		2020-21	2021-22	2020-21	2021-22
Y7	EOY Att PP	2.5	2.8	2.1	2.1
	EOY Att non-PP	2.8	3.1	2.5	2.6
	<b>Gap</b>	<b>-0.3</b>	<b>-0.3</b>	<b>-0.4</b>	<b>-0.5</b>
Y8	EOY Att PP	3.2	3	2.6	2.2
	EOY Att non-PP	3.5	3.3	2.9	2.7
	<b>Gap</b>	<b>-0.3</b>	<b>-0.3</b>	<b>-0.3</b>	<b>-0.5</b>
Y9	EOY Att PP	3.5	3.5	3	2.7
	EOY Att non-PP	4	3.9	3.7	3.2
	<b>Gap</b>	<b>-0.5</b>	<b>-0.4</b>	<b>-0.7</b>	<b>-0.5</b>
Y10	EOY Att PP	3.1	4.0	2.9	3.4
	EOY Att non-PP	4.1	4.5	3.3	4.4
	<b>Gap</b>	<b>-1.0</b>	<b>-0.5</b>	<b>-0.4</b>	<b>-1.0</b>
Y11	EOY Att PP	4.0	4.0	4.2	3.9
	EOY Att non-PP	5.1	5.2	5.3	5.1
	<b>Gap</b>	<b>-1.1</b>	<b>-1.2</b>	<b>-1.1</b>	<b>-1.2</b>

Our assessment of the reasons for this is that the partial school closures owing to the Covid pandemic affected our disadvantaged students the most, as was the case nationally, which meant that they were not able to benefit from normal classroom teaching the planned interventions as effectively as they might. Although the situation has returned to normal in schools now, the ramifications of the extended lockdown periods continue to be felt. Our disadvantaged students suffered more lost learning time and this has resulted in slower rates of progress particularly with Year 10 and 11, widening the attainment gaps. We believe that the impact of partial closure on our disadvantaged students was somewhat mitigated by our outreach work that maintained open and consistent communication with families such that we could both respond to their need for to access the resources necessary to engage in remote learning, as well as keep parents abreast of their child's engagement with the learning, so that they could intervene, if necessary. We also focused our work on maintaining a high quality curriculum that mirrored as closely as possible the planned curriculum maps. The summer school that we hosted in 2020 we believe was integral in supporting many of our most disaffected learners to re-engage positively with the school environment and its routines, whilst the virtual summer schools have supported students to address potential learning gaps.

There had been a reduction in absence for disadvantaged students from 2019 to 2020, thanks in no small part to the carefully targeted work of our attendance officer, supported by our Deputy Headteacher. However, the effects of the pandemic have had a significant effect on the attendance of our disadvantaged students, a number of whom also have medical conditions that make them clinically vulnerable. While whole school attendance is down post-pandemic compared to pre-pandemic levels, we are faring relatively better than the national average. However, it is the case that the attendance gap between our disadvantaged and non-disadvantaged students comparing the situation before and after Covid-19. The increase in absence for our disadvantaged students is the reason why it features so heavily in our strategy and why we have invested a good of our PPG/catch up funding to providing wrap-around services such as three HLTAs, a student support officer, three behaviour mentors and safeguarding officer.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan and have dedicated a significant proportion of our funding to try to ensure its effectiveness.

We believe that our post-16 provision for disadvantaged students has led to some successes:

-significantly more of our disadvantaged students follow FE/VI form pathways than disadvantaged students nationally.

- 36% of the disadvantaged cohort took up A Level courses in 2020, compared with 10.5% in 2019. This increase is a positive; however, the percentage of their non-disadvantaged peers taking up A Level

courses is almost double at 63.1%, suggesting there is still work to do in terms of raising students' aspirations, as well as ensuring the difference in attainment and progress is eradicated.

We will continue to focus our post-16 strategy on offering enhanced provision for disadvantaged students, including an enhanced offer from our personal advisor as well as access to widening participation experiences, such as taster days and campus visits.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium or recovery premium. This includes:

Embedding more effective practice around feedback with particular focus on the role that entry and exit task activities can play in this. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Offering a range of high-quality extracurricular activities, such as the Enrichment Week, to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on students' personal development such as building confidence, resilience, and social skills. Disadvantaged pupils will be in many cases be prioritised and/or funded for participation.

Offering targeted support in terms of mentoring, both pastoral and academic. The model used is based on research of good practice to try to ensure mentoring is effective since inconsistent or ineffective mentoring negatively affects disadvantaged students more than others. Conversely, there is evidence to suggest that good mentoring can have a more positive affect on disadvantaged students than their peers.

A curriculum review is underway. Subject leaders have been requested to consider the impact that partial school closure might have had on students' learning and to make requisite adjustments so that students acquire the knowledge and skills needed to make progress.

Students in both year 10 and 11 have been able to access a virtual summer school to try to address potential learning gaps prior to the new academic year. For year 11, the focus was on bridging the gap between year 11 and 12, as well as to prepare the students for the next stage in their education. For year 10, the focus was on addressing potential lost learning, as well as providing experiences to develop students' cultural capital.

A series of parent guidance events are hosted across the year with the focus on supporting learning and revision, literacy and numeracy, pathways and destinations. These are intended to ensure families feel that they have the knowledge and skills to help their children in these key areas.

### **Planning, implementation, and evaluation**

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socioeconomic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.