

# Cheltenham Bournside School - Pupil premium 3-year strategy statement (2022-25)

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium students.

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	Cheltenham Bournside School
Number of students in school	1772 (incl Sixth Form) 1428 (Y7 – Y11)
Proportion (%) of pupil premium eligible students	20.2% (289 students Y7 – Y11)
Academic year/years that our current pupil premium strategy plan covers	Sep 2022- Aug 2025
Date this statement was published	September 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr Steven Jefferies (Headteacher)
Pupil premium lead	Mr Leo Kelly (Assistant Headteacher)
Governor / Trustee lead	Mrs Natalie Wheeler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,980
Recovery premium funding allocation this academic year	£74,796
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£338,776</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our vision is that students will have a better chance of success at Cheltenham Bournside School than if they attended any other school in the country.

The Pupil Premium Fund will be used to help support our students with access to resources, opportunities and the very best responsive provision to ensure that our students thrive in our school community, leading to improved and sustained progress in line with their peers.

As part of our vision to “Empower Lives through Learning,” staff hold exceptionally high standards and go above and beyond, ensuring students are able to meet their full potential. This comes through careful planning, thoughtful and timely support and intervention to ensure we best support and care for all our students’ needs.

In order to achieve this, our strategies target three specific areas:

**A) Teaching** – Students will receive a high quality and adaptive teaching provision through an ambitious curriculum designed to challenge and equip students with the key skills and experiences to excel in their studies and wider school life. This will benefit all students and, in particular, have the greatest impact on closing the pupil premium attainment gap (as per the EEF).

**B) Targeted Academic Support** – A “My Learning Passport” will be created for every pupil premium student to ensure a full range of individualised strategies, including identifying student strengths and barriers to learning. This will be clear so all staff can adapt to, and meet, the needs of every pupil premium student. Early interventions will take place once needs are identified, which will be recorded and monitored in school, including the sharing of these strategies through regular staff CPD, termly T&L newsletter and department and house meetings. The use of department academic tutoring and the National Tutoring Programme will be adopted.

**C) Wider Strategies** – Our wider strategies approach will focus on attendance, literacy and oracy, careers guidance, extra-curricular activities and additional pastoral support, such as mentoring. Students will be equipped with the relevant skills, opportunities and experiences to become ambassadors of their school, and of their local and global communities.

## Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium students.

Challenge number	Detail of challenge
1.	<p><b>Attainment of Pupil Premium students</b></p> <p>The attainment of pupil premium students at GCSE with a close focus on English, Maths and Science where performance was lower than that of their peers (reflected in 2022 Y11 GCSE results).</p>
2.	<p><b>Attendance</b></p> <p>Pupil premium student attendance (87% in December 2022) is approximately 5% lower than that of non-pupil premium students. This gap has reduced since the pandemic years and 2021-22 academic year but still continues to be a focus and we aim to hit in-line or above pupil premium national average. Pupil premium students are disproportionately represented amongst our PA cohort.</p>
3.	<p><b>Literacy/numeracy</b></p> <p>Our data shows from entry in Year 7 there are gaps in reading, literacy and numeracy amongst our pupil premium students. These range from reading ages, vocabulary, comprehension and execution of written ideas onto paper and numeric skills.</p> <p>Assessments on entry to Year 7 show 23% of pupil premium students arrive with below age-related expectations. Our assessments, observations and discussions with students and families suggest that the education of many of our pupil premium students continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other students. These findings are supported by national studies (EEF). This has resulted in knowledge gaps resulting in pupil premium students falling further behind age-related expectations.</p>
4.	<p><b>Access to resources</b></p> <p>Some pupil premium students have difficulty accessing resources, ranging from uniform, stationery, IT provision, money for trips and cooking ingredients. A high proportion of our pupil premium budget is spent here supporting students.</p>
5.	<p><b>Social and emotional support for students</b></p> <p>Our observations and assessments find that many of our pupil premium students lack belief and self-esteem and need regular support, praise and additional guidance to support their social and emotional development. Additional support is required for some of our pupil premium students reflected in that three of our students are currently LAC, 64% of our students with a social worker are from pupil premium backgrounds and 87.5% of our students with a child protection plan are from those with pupil premium backgrounds.</p>
6.	<p><b>Access to extra-curricular enrichment</b></p> <p>Our observations show that pupil premium students have a lower attendance rate at extra-curricular enrichment activities. Our vision is to increase participation of these students taking part in extra-curricular enrichment activities. Some barriers can include the cost of the activity, kit or equipment required or ability to stay later after school due to transport, caring responsibilities or other factors.</p>

7.	<p><b>Alternative provision / Home learning</b></p> <p>To continue to offer first class alternative provision to those students who struggle to access a mainstream curriculum and who need an adapted learning schedule to meet their specific needs.</p> <p><b>Home learning:</b> Some students have a lack of opportunity at home to continue their studies through homework due to a lack of space, quiet time or caring duties. Significant longer working hours for parents and busy family commitments mean it can be a challenge to monitor student work at home.</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
<b>1. Attainment of Pupil Premium students</b>	Improved Progress 8 and Attainment 8 scores for pupil premium student across the curriculum at the end of KS4, with a focus on English, Maths and Science.	<p>By the end of our current plan in 2024/25 KS4 outcomes will show:</p> <ul style="list-style-type: none"> <li>- Increase in students achieving a 4+ and 5+ in English, Maths and Science to students nationally.</li> <li>- Staff know who their pupil premium students are and adapt their teaching appropriately (QA checks).</li> <li>- Curriculum is reviewed and monitored by HODs to ensure the correct sequence is implemented to meet the needs of students.</li> <li>- A My Learning Passport to be created for every pupil premium student outlining individualised learning strategies and barriers.</li> </ul>
<b>2. Attendance</b>	Close the attendance gap between pupil premium and non-pupil premium.	<p>By the end of our current plan in 2024/25 attendance of pupil premium students will aim to:</p> <ul style="list-style-type: none"> <li>- Hit national average attendance for pupil premium students.</li> <li>- Reduce gap between pupil premium to non-pupil premium by 2% or less.</li> <li>- Reduce PA list for pupil premium compared to 2021/22.</li> </ul>
<b>3. Literacy/numeracy</b>	<p>Increased levels of literacy skills in KS3.</p> <p>Introduce Accelerated Reader or other literacy programme.</p>	<ul style="list-style-type: none"> <li>- Reading tests will show an improvement in reading scores more in-line with expected reading ages.</li> <li>- Boost / support literacy development.</li> </ul>
<b>4. Access to resources</b>	Pupil premium students to have full access to resources in-line with their	<ul style="list-style-type: none"> <li>- A reduction in homework detentions in comparison to 2021/22 using</li> </ul>

	peers, allowing them to access the full curriculum (both in and outside of school).	<p>Class Charts to help monitor progress.</p> <ul style="list-style-type: none"> <li>- Access to full uniform for pupil premium students.</li> <li>- Full provision of cooking ingredients for food practical lessons.</li> <li>- Additional music lessons for pupil premium students across all key stages as funds allow.</li> </ul>
<b>5. Social and emotional support for students</b>	Improved social and emotional wellbeing of our pupil premium students.	<ul style="list-style-type: none"> <li>- Ensure our pupil premium students (particularly our CIN, CIC students receive support from internal and external services (such as counselling) to support their social, emotional wellbeing.</li> <li>- Safeguarding concerns to continue being passed to DSL.</li> </ul>
<b>6. Access to extra-curricular enrichment</b>	Increased variety of extra-curricular clubs, trips and opportunities and uptake of pupil premium students.	<ul style="list-style-type: none"> <li>- Increased number of pupil premium students attending extra-curricular sessions and trips in and after school compared with 2021/22.</li> </ul>
<b>7. Alternative provision and home learning</b>	<p>To continue to offer first class alternative provision (Bournside Base) to those students who struggle to access a mainstream curriculum and who need an adapted learning schedule to meet their specific needs.</p> <p>Some students have a lack of opportunity at home to continue their studies through homework due to a lack of space, quiet time or caring duties. Significant longer working hours for parents and busy family commitments mean it can be a challenge to monitor student work at home.</p>	<ul style="list-style-type: none"> <li>- Continue to raise attendance, aspirations, progress in outcomes and reduce suspensions compared with 2021/22.</li> <li>- Increase in praise points and a reduction in the number behaviour points compared with 2021/22 academic year.</li> <li>- Rise in number of pupil premium students who attend homework club after school compared with 2021/22.</li> <li>- Rise in the number of pupil premium families attending parent teacher consultation evenings (PTC) in comparison to 2021/22.</li> </ul>

## 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: £124,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality teaching</b> Using Bournside Teaching Principles and Pupil Premium FIRST <b>F</b> – Focus (adaptive teaching) <b>I</b> – Individualised support <b>R</b> – Relationships / resources <b>S</b> – Seating plans <b>T</b> – Targeted communication with pupil premium families</p> <p>Increased number of classes and hence teachers for Years 10 and 11 English, mathematics and science.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their students.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/1-high-quality-teaching-eef">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
<p><b>Marking and assessment to lead to rapid improvement</b> in understanding, knowledge acquisition and progress made towards achieving in-line with peers.</p>	<p>+6 learning months for Feedback (EEF Teacher Toolkit and Guidance Report).</p>	1, 2
<p><b>Enhancement of our maths teaching and curriculum</b> planning in line with DfE KS3 and EEF guidance.</p> <p>CPD to embed key elements of the guidance in school, and to access resources (such as Maths Hub) and CPD offers (including Teaching for Mastery training and collaborating with neighbouring schools to achieve this).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, teach problem solving strategies and help students to develop more complex mental models:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 3
<p><b>Improving literacy vocabulary and oracy</b> in all subject areas in line with recommendations in the EEF</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	1, 3

<p><a href="#">Improving Literacy in Secondary Schools</a> guidance. Professional development and coaching focused on each teacher's subject area.</p>	<p>EEF: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English. (<a href="#">EEF Blog: What do we mean by 'disciplinary literacy'?   EEF (educationendowmentfoundation.org.uk)</a>)</p> <p>+6 learning months for Reading Comprehension Strategies (<a href="#">EEF Blog: What do we mean by 'disciplinary literacy'?   EEF (educationendowmentfoundation.org.uk)</a>)</p>	
<p><b>Continue department reviews and ensure our curriculum meets the needs of students</b> today and tomorrow.</p>	<p>Regular reviews of department areas helps to highlight strengths, identify areas of improvement needed in teams, including curriculum sequencing, key learning elements and strategies of staff to best support students, especially SEND and pupil premium students. This is key to academic improvement and progression to Post-16 provision (EEF Pupil Premium Interventions).</p>	1,2
<p><b>Recruitment and retention of best staff</b> – dedicated time will be given to staff to develop skills, collaboration through teaching and learning communities, department meetings, CPD sessions before and after school. This will be delivered through a comprehensive CPD programme to meet career path needs and expectations for staff to best meet the needs of learners. Staff will continue to be encouraged to enrol on NPQs. We will continue our coaching programme to help staff develop and practise strategies developed in CPD sessions.</p>	<p>The EEF states supporting and developing staff through extensive CPD opportunities equips and supports teacher development. (EEF: Effective Professional Development)</p>	1, 2

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

**Budgeted cost: £84,300** (to cover NTP tutoring: £40,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>A My Learning Passport</b> will be created for every pupil premium student to ensure a full range of individualised strategies, including identifying student strengths and barriers to learning. This will be clear so all staff can adapt and meet the needs of every pupil premium student.</p>	<p>Evidence from the EEF suggestions diagnosing student needs is essential if you are to build a strategy that supports pupil premium students.</p>	<p>1, 2, 4, 5</p>
<p><b>National Tutoring Programme &amp; School-Led Tutoring</b>, focusing on English, Maths &amp; Science – one-to-one or small group tutoring in 1 or more core subjects.</p>	<p>+5 learning months for 1-1 Tuition (EEF Teacher Toolkit). +4 learning months for Small Group Tuition (EEF Teacher Toolkit). (EEF Making a difference with effective tutoring).</p>	<p>1, 2, 3</p>
<p><b>Department co-ordinated academic intervention (before, during and after school)</b> for targeted pupil premium students who are furthest below in multiple subject areas.</p>	<p>+4 learning months (EEF Teacher Toolkit).</p>	<p>1, 3</p>
<p><b>Introduce Accelerated Reader or other literacy programme</b> to boost literacy development, especially for this who are pupil premium students.</p>	<p>Increased levels of literacy skills in KS3. Standardised reading tests will show an improvement in reading scores more in-line with reading ages. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p><b>TA support</b> Deploying effective TA support to our pupil premium / SEND students</p>	<p>+4 learning months for Teaching Assistant Interventions (EEF Teacher Toolkit).  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>



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

**Budgeted cost: £129,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupil Premium Support Fund</b> to support students to access school and the curriculum. This can be to support uniform purchases, equipment, trips and visits, food, bus passes, provision of ICT equipment and more. This fund exists to ensure wherever possible that pupil premium students have the same access to opportunities at school as their peers do.</p>	<p><a href="https://educationendowmentfoundation.org.uk/EEF-Digital-Technology-Guidance-Report">EEF Digital Technology Guidance Report .pdf</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Education Endowment Fund:Uniform</a></p>	<p>1, 2, 4, 5, 6, 7</p>
<p><b>Raising attendance</b> levels of our pupil premium students to NA, including running a minibus to support our most families with travel / access difficulties.</p> <p>Dedicated attendance follow-up by our attendance, welfare and pastoral staff to ensure that pupil premium students attend school. Phone calls and tutor attendance drives will be coordinated by our attendance team and PP lead.</p>	<p>The EEF states that rapid attendance interventions rapid evidence assessment. <a href="#">Attendance interventions rapid evidence assessment   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>+4 learning months for Parental and Student Engagement (EEF Teacher Toolkit).</p> <p>A vast majority of the most significant approaches above require that students are in school. Supporting students to improve attendance allows for access to the above strategies.</p>	<p>1, 2, 5</p>
<p><b>Extra-curricular access and support</b> is provided for all pupil premium students (monitored through SOCS). This is to ensure a rich “Cultural Capital” programme is implemented to support, develop and encourage access and uptake to clubs, trips, activities, etc. in and outside of school.</p>	<p>+4 months - social and emotional learning through life skills and enrichment. <a href="#">Life skills and enrichment   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Arts participation   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>2, 4, 5, 6</p>
<p><b>Jamie’s Farm and Boxercise</b>—supporting wider student needs through counselling, developing resilience and physical exercise.</p>	<p>Supporting student adolescent mental health develops emotional skills and can reduce symptoms of anxiety and</p>	<p>2, 4, 5, 6</p>

	<p>depression. This is supported by EIF's report on Adolescent Mental Health.</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
<p><b>Pastoral / welfare, Social and emotional support, well-being, mental health and behaviour</b></p> <p>support from our pastoral and welfare team to ensure that barriers to learning are addressed. Breakfast provision provided.</p>	<p><a href="#">EEF-School-Transitions-Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>+3 learning months for Behaviour Interventions (EEF Teacher Toolkit).</p> <p><a href="#">DfE:Behaviour and Discipline in Schools</a></p>	1, 2, 5
<p><b>Rewards for students and incentives</b></p> <p>The rewards system is crucial for ensuring that students are engaged and that their efforts are publicly acknowledged. This is an important part of the school culture.</p>	<p>+1 learning months student progress (EEF).</p> <p><a href="#">Increasing Pupil Motivation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5

## 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 students in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using key stage 4 performance data, internal assessments and other progress measures.

	2021 PP Bournside	2021 Non-PP Bournside	Difference	2021 PP NA	2021 Non-PP NA
<b>Progress 8</b>	-0.82	+0.14	-0.96	-0.55	+0.15
<b>Attainment 8</b>	35.55	52.57	Gap of -17.02	37.5	52.6

Pupil premium Attainment 8 improved has improved from 32.86 in 2019 to 35.55 in 2022 which is an improvement of +2.69.

See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019. We have, however, compared our results to national figures to help gauge the performance of our pupil premium students (although these should be considered with caution given the caveats stated above). Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on pupil premium students.

**EBacc:** Our pupil premium EBacc entry which is a percentage of students entering the English Baccalaureate increased significantly from 7.1% in 2019 to 13.5% in 2022. This is reflected in our recent Ofsted report which said, *'Over the last couple of years, the proportion of students in key stage 4 who study the suite of subjects that make up the English baccalaureate has risen sharply'* (Ofsted: Sep 2022).

**Quality of teaching (including CPD and Careers):** We have made considerable improvements in implementing a highly ambitious and supportive curriculum that is carefully sequenced to meet the needs of all our students, including those who are pupil premium. This curriculum includes bespoke PSHE E4L provision and careers guidance with pupil premium students focused on first through one-to-one discussions. Heads of department have audited the content and sequencing of the curriculum and staff are supported through rich CPD provision focused on pedagogical knowledge is developed through a combination of INSET days and personalised hours that are matched to teachers' individual needs, which are set through our performance development process. This ensures teachers are held to account for delivering better teaching. A wealth of materials are made available for teachers to develop their teaching: CPD Breakfasts, T&L newsletter, CPD library, twilights. We also engage with

external expertise to challenge teachers' existing practice (Tom Sherrington 2020, Chris Moyse and Harry Fletcher-Wood 2021). The Teacher Development Trust have audited our CPD provision as Silver, with a number of Gold elements. Over 741 in-person lesson visits have been carried out by leaders in order to create coherence around our agreed Teaching Principles of effective teaching. Our additional QA of departments is providing deeper understanding of the level of consistency of effective teaching, allowing for intervention where inconsistent practice emerges. This includes having an external subject expert as part of the review process. *'Students receive careers information, education, advice and guidance from Year 7 onwards. The school meets the requirements of the Baker Clause. Students know and understand potential career paths. The school holds an annual careers fair with representatives from a range of institutions and companies, local, national and international'* (Ofsted: Sep 2022). Pupil premium students are prioritised with this provision to ensure they are given additional opportunities to explore careers where quite often more support is needed.

**Attendance:** Pupil premium attendance has improved since 2020/21, but there still continues to be a gap of approximately 5% between pupil premium and non-pupil premium students, which we will continue to focus on this year, with attendance drives, working more closely with pupil premium families, with a focus on praise, positivity to being in school. We recognise this gap is too large which is why raising the attendance of our disadvantaged students is a focus of our current plan. Our assessments demonstrated that pupil behaviour improved last year. Behaviour expectations are high; these are reinforced through the house system, analysis of behaviour data, and a great deal of positive reinforcement (ratio of positive points awarded is 86%, which is up from 74% from the year before).

**NTP:** NTP provided 140 hours of tutoring to our students during 2021-22, focused at supporting additional support for students in Years 10 and 11, leading to increased progress of these students in English, Maths and Science compared to their respective positions 12 months earlier.

**Base:** The Base which offers on-site alternative provision was setup in the 2021/22 academic year with 90% of all students being pupil premium. They received individualised provision, with the impact being 80% seeing significant increased improvement in engagement, progress, attendance and no exclusions from the centre throughout the academic year, saving 171 days of exclusion and greater engagement by pupil premium students. There has been a significant reduction and less disruption in lessons as a result of this provision benefiting both pupil premium and non-pupil premium students.

**Pastoral support:** The pastoral intervention team support students daily if they struggle with any aspect of their social and emotional well-being. The pastoral system supports students who might need alternative provision or additional extended support. The SEND team support those students who have EHCPs. The Safeguarding team provide extensive support for students whose home or personal circumstances mean that they might need additional support. Pupil premium students are the subject of focused lesson observations. However, internal data suggests the gap for pupil premium students remains.

**Literacy / reading:** *'Reading for pleasure is a priority within the school. Many students choose to read widely and avidly'* (Ofsted: Sep 2022). Following reading tests at the start of 2021-22, 43 students in Years 8-10 were identified as in need of literacy intervention. Students with an SAS of 80 or below were given support and monitored by the SEND team and the rest (65%) were picked up by our Literacy Co-ordinator and our Librarian for small group tutoring. These students were reassessed at the end of the academic year, and all students in Years 9-10 left the programme having achieved scores that put them on a par with their peers. 10 of the 14 Y8 students will continue into 2022-23 to receive further intervention (they had been impacted more by the national lockdowns). Following reading tests in October 2021, 21 students in Y7 were identified as in need of literacy intervention. Students with an SAS of 90 or below were given support and monitored by the SEND team and the rest (55%) were picked up by our Lit-

eracy Co-ordinator and our Librarian for small group teaching. These students were reassessed at the end of the academic year, and all 10 students left the programme having achieved scores that put them on a par with their peers. 10 of the 21 Y7 students will continue into 2022-23 to receive further intervention.

## 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*

<b>Programme</b>	<b>Provider</b>
TuteGo Online Tutoring	TuteGo Online

## 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 teaching and learning strategies, with a focus on scaffolding and challenging the more able students. Underpinning this is evidence-based research, such as Teaching WalkThrus (Sherrington, T and Caviligioli, O., 2020-2022). [EEF evidence](#) demonstrates this has significant benefits, particularly for pupil premium students.
- Ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award) and other extra-curricular enriching activities will focus on life skills such as confidence, resilience, and socialising. Pupil premium students will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the Top-performing schools with high P8 for pupil premium students to help view the performance of disadvantaged students in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

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 implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for students.

The major challenges are increasing pupil premium student attendance, literacy and reading levels and GCSE outcomes to be in-line with their peers.

The short, medium and long-term strategies being implemented represent the continuation of previously successful strategies, with new programmes and adaptations of the strategies being determined based on the evidence of impact and on the research provided by the EEF in terms of greatest possible impact.