

Pupil premium strategy statement 2023/2024

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	Leytonstone School
Number of pupils in school	1038
Proportion (%) of pupil premium eligible pupils	24.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	J McQuaid
Pupil premium lead	P Hunt
Governor / Trustee lead	F Sinclair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/2023)	£230,490
Recovery premium funding allocation this academic year	£65,688
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	£296,178

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is allocated to pupils that meet the criteria outlined in the '*Pupil premium: conditions of grant*', as updated and published by the Government yearly.

This strategy is underpinned by the principle that every disadvantaged student has an equity of opportunity and it is the whole school's responsibility to achieve this. As outlined in our ethos statement, every pupil in our school is treated as part of the 'Leytonstone family' and as such, "we work hard together" for every pupil to excel, regardless of their background. Supported by research and continual professional development, leaders understand the impact that coming from a disadvantaged background can have. However, every child is different and "we ask questions, we delve" to find out how to best support and guide pupils through their education in our school. Our ethos aspires that we are healthy in mind and body" and therefore we have a responsibility to ensure pupils are not disadvantaged because of an absence of basic needs, such as food and access to equipment. The strategy is evidence informed and as such each of the challenges has been identified from a range of sources. Furthermore, as this strategy is Year 1 of 3, then the intended outcomes for this year are realistic for this year, whilst part of a bigger picture of how students will be positively impacted by the strategy.

Teaching

Learning is a journey for pupils that they feel prepared to undertake and enjoy. As such, the pupils are enriched by the planned "experiences" in our curriculum, so that every pupil is ready for 'Life after Leytonstone School'. Our ethos voices that every pupil should "broaden their horizons" which our school aims to achieve through exposure and understanding of different careers, and educational opportunities. This principle is continuing this year as we aim to enable disadvantaged students to have a breadth of experiences as part of the wider curriculum to support wellbeing, and improve their knowledge of cultural events.

This approach will focus on the successful implementation of the well-planned curriculum so that disadvantaged students are engaged in learning in consistently well delivered lessons, whilst being able to access the learning in lessons through the literacy support identified in the report. Furthermore, that students' literacy is improved through 'cover to cover' tasks that are appropriate for the different reading ages of our students. This will require teacher training around literacy and what differentiates the different reading age of texts.

Targeted Academic Support

This part of the strategy focuses on supporting disadvantaged students through mentoring, coaching and targeted strategies to improve engagement with school. The Pupil Premium coordinator will be focused on monitoring pupils' engagement with the curriculum and also leading a Year 11 'Step Up' programme so that these targeted students and their families receive guidance on how these students can prepare for their next steps in education, and prepare well for their GCSE examinations. It is also important that targeted students receive support for their music lessons so that they are able to complete their GCSE course.

Wider Strategies

The wellbeing of students has been highlighted in the last report as an area to be addressed this year. This is due to the increase in the report of anxiety to the counselling team in school, and reports on CPOMS. The absence of trips and other extra-curricular opportunities, which should be experienced by students to increase their cultural capital, means that funding needs to be directed to this area.

The introduction of the Family Engagement Partner is crucial for improving engagement with our families, and providing essential support so that they can access services in the local area. It is envisaged that this role will develop this year and the mechanisms for improved communication and engagement are in place.

Overall an improvement in students' personal development and academic outcomes is reliant on their attendance to school which is why this has been highlighted as a key area for us to focus on this year.

Challenges

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

Challenge number	Detail of challenge
1. Literacy	<p>"We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable."</p> <p>Low literacy scores on entrance to KS3 – closing the gap between PP and non-PP students. Ensure that the reading ages for PP students are in line with expected reading age or higher.</p>
2. Attendance	<p>"We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains"</p> <p>Attendance rates that are not yet at the national average. Raise attendance - target 95+%.</p>
3. Cultural Capital	<p>"We are curious, we ask questions we delve and discover"</p> <p>Reduced exposure to wider cultural capital experiences. As a result, the aspirations of these children can be limited. Foster aspiration and broaden the horizons of PP children through (but not exclusively) high-quality curriculum provision, a well-planned rich and varied programme of enrichment.</p>
4. Aspirations	<p>"As Leytonstone citizens we know what we want and we know how to get it"</p>

	<p>Low aspirations for some students and their families</p> <p>Thorough careers and advice programme across all years to ensure that students can make informed choices.</p>
5. Student wellbeing	<p>“We are healthy in mind and body. Life brings us challenge, but we take care of ourselves and each other; when things get difficult we know where to go”.</p> <p>An increase in mental health and well-being issues and concerns as a result of the COVID-19 pandemic.</p> <p>Our challenge is to ensure all students enjoy being at school, and feel a sense of purpose and drive from all of their learning experiences.</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												
1. Literacy													
“We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable”.													
● Improve attainment and progress in reading and literacy.	<ul style="list-style-type: none">● Reduce percentage of students whose reading age is below their chronological age.● Improve percentage of students achieving grade 5+ in English and Maths so that it is equal to non-PP.												
Students achieving 9-5 in English and Maths in 2023: 45.8%													
Students achieving 9-5 in English in 2023: 64.4%													
<table><tr><th>Pupils</th><th>Basics (9 – 4) %</th><th>Basics (9 – 5 %</th></tr><tr><td>Disadvantaged (PP)</td><td>43.2</td><td>27.3</td></tr><tr><td>Non disadvantaged</td><td>67.4</td><td>52.3</td></tr><tr><td>Gap</td><td>19.6</td><td>30.6</td></tr></table>		Pupils	Basics (9 – 4) %	Basics (9 – 5 %	Disadvantaged (PP)	43.2	27.3	Non disadvantaged	67.4	52.3	Gap	19.6	30.6
Pupils	Basics (9 – 4) %	Basics (9 – 5 %											
Disadvantaged (PP)	43.2	27.3											
Non disadvantaged	67.4	52.3											
Gap	19.6	30.6											

From the SEF 2022-23:

Reading has again been prioritised at the school for the entirety of this academic year.

The school's independent learning mechanism is completely focused on pupils accessing texts to support their learning and level the 'playing field' with regard to home-learning. The 'cover to cover' initiative will continue at the school into the new year as its application and monitoring has been extremely varied. More work will need to take place in order to ensure that teaching staff understand the research behind the initiative and the dramatic impact reading can have on the progress and life chances of pupils well beyond their time at the school.

In Geography, C2C tasks are written into all units at KS3 in order to reduce workload and adequately support the taught curriculum. Such an approach is in existence across some other parts of the curriculum but not all. There is also more work to do on how teachers monitor how well pupils are completing their C2C assignments via google classroom. The monitoring is key to ensuring that pupils who are not reading to be supported.

In KS3, pupils have been reading texts (as a group) from the Leytonstone Canon. This practice will continue on into the new year and widen for the whole of KS3. Google quizzes were created alongside the launch of the canon, with varying degrees of success.

In HT5, reading from the Leytonstone canon was linked to the school's reward system to incentivise the reading of the texts outside of the classroom.

For the past three years, all pupils have taken part in a national reading assessment on entry to the school. This data is then shared and uploaded to the MIS by December. There is evidence that more work needs to be done to support teacher understanding regarding reading ages as a review of some of the curriculum resources in place does suggest that pupils with lower reading ages will struggle to access parts of the curriculum.

Reading intervention groups have run for the whole year for pupils with reading ages which mean they are unlikely to access the curriculum on offer. These have been led by the Inclusion teams this year.

An evaluation of these initiatives did not take place this year due to the data from the start of the year not being located. Moving forward, more careful thought will need to be put into reflecting on this data more frequently throughout the school year.

The promotion of the Leytonstone Canon has not been as effective this year, despite books from the canon becoming part of the pastoral curriculum.

The C2C independent learning initiative is much more embedded in the school and a lot of work has taken place to ensure that tasks are being set much more regularly across all departments. In the coming year, the focus will be on trying to monitor how well pupils are engaging with these tasks, whilst trying to also manage the impact this monitoring will have on teacher workload.

Fully independent reading (outside of tutor time) continues to be a core focus and this work will need to be led by the Literacy Coordinator and the LRC Manager.

Intended outcome	Success criteria
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2. Attendance

"We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains"

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Reduce the number of PP students that are PA ● Whole school wide target of 95+% attendance for all students ● Improve the punctuality of PP students | <ul style="list-style-type: none"> ● Continued analysis of attendance data on a half termly basis with Pastoral terms coordinating with the EWO from the LA in ensuring all stakeholders are invested in attendance. ● Focus families - FEP to work with families that we have previously found it hard to engage with, to improve punctuality. |
|--|---|

Very little data available from 2022/2023 focussing on attendance however overall:

Y7 - 94.6

Y8 - 93.8

Y9 - 92.8

Y10 - 90.7

Y11 - 92.6

Overall - 92.8

PP vs Non PP 2022/2023:

Year Group	PP % attendance	Non-PP % attendance	Difference
7	91.8	95.3	-4.2%
8	92.9	94.1	-1.2
9	91.3	93.3	-2.0
10	87.6	91.6	-4.0
11	89.2	92.8	-3.6
Whole School	90.4 (250)	93.3 (794)	-2.9

- Focus families - FEP to work with families that we have previously found it hard to engage with, to improve punctuality and attendance with an emphasis on PP students.
- Focus30 ensuring an added focus is on attendance for students in each year group.

From the SEF 2022-23:

Attendance at the school remained above the national average through 2022-23, but the critical IT incident of May 2023 has meant that there are anomalies within the current dataset.

That said, the school works closely the Education Welfare Officer to intervene and strategise for pupils with barriers stopping them from attending school regularly. A good proportion of these pupils are working through mental health challenges and thus some of their needs are beyond the scope of the school. Whilst the more punitive fine system does have an impact on improving the attendance of these pupils it is often short term as the underlying mental health needs are not being addressed as a result of the CAMHs provision nationally being significantly under capacity.

Attendance data for 2022-23 is above national average and this does suggest that pupils do enjoy coming to school. The vast majority of pupils attend school on time; but there is a significant cohort of pupils who do not attend school punctually on a regular basis. This continues to be a problem which the school needs to prioritise into the new academic year.

The school's assigned EWO is extremely knowledgeable and robustly follows up pupils with persistent absence. There is some training needed within the school's pastoral and safeguarding teams regarding the law and pupil attendance. At times this year, decisions made on a pastoral and safeguarding basis have been at odds with statutory attendance expectations. Training for Heads of Year took place in October 2022, but now internal school agencies need to coordinate to ensure that there is much more consistency when evaluating pupil needs along with their attendance

Intended outcome	Success criteria
<p style="text-align: center;">3. Cultural Capital</p> <p style="text-align: center;">“We are curious, we ask questions we delve and discover”</p>	
<ul style="list-style-type: none"> ● Increase cultural capital of PP students through targeted enrichment activities and support 	<ul style="list-style-type: none"> ● Increase numbers of PP students accessing enrichment activities and support ● Broad and engaging range of extra-curricular activities
<p>Some enrichment opportunities are taken up quickly by pupils, how there is variance in the quantity and quality of the enrichment opportunities available for pupils. The number of enrichment clubs offered by teaching staff is lower than it has been in previous years.</p> <p>This year the school has bought in one external provider to lead enrichment clubs with pupils. Pupil interest in this group was high and it is clear that moving forward more of these provisions will need to be made in a more timely manner in order to ensure that the school is able to maintain a varied enrichment off.</p> <p>25% of all external enrichment places are reserved for pupils entitled to the PPG.</p> <p>The school continues to maintain a clear enrichment strategy. This strategy has been running for two years and the 'SIP-led, school-funded' enrichment aim of offering the Duke of Edinburgh award for pupils has been a success. This year the school also joined the MUN and has a small delegation of pupils who represent Leytonstone School at these events.</p> <p>The enrichment opportunities for pupils in Music and Drama have been less popular this year and staffing challenges in the Music department are at the core of this decline. The Head of Drama has</p>	

worked for there to be better representation from underrepresented groups in the school's annual performance. Progress in this aim is slow but progress is still being made.

The school's enrichment offer is not particularly wide and not particularly varied, this continues to be a key area for improvement. One of the challenges linked with offering a wider enrichment curriculum is resourcing and staff capacity to lead these projects. Last year a full-time Enrichment and Careers Lead was appointed to improve the school's work in this area.

School data does reflect certain micro populations in the school not engaging with any of the school's enrichment programmes and data also reflects these micro populations being overrepresented in the school's suspension data. It is clear that a new strategy is needed to ensure that these groups are better engaged with the core objectives of the school.

The opportunities which are on offer are popular with pupils. A wide range of sporting opportunities are regularly attended by pupils and this year the school came second in the Waltham Forest youth cycling championship. The school also hosted the Jack Petchey 'Speak Out' Challenge and at least thirty pupils took part in this programme.

The DT department continues to work closely with a company named DFord this year; a company that uses human-centred design to drive human transit progress through empathy, creativity and design. A wide and inclusive range of pupils were selected to take part in this initiative.

Intended outcome	Success criteria
4. Aspirations <i>"As Leytonstone citizens we know what we want and we know how to get it"</i>	
● Increase aspirations of PP students	● All PP students secure further education or apprenticeship placements.
Destinations 2023 – 98% - 3pp above Waltham Forest average (2021 leavers) Preparation for life after Leytonstone School is well-embedded in the careers curriculum at the school, but evidence of the impact of this learning is much more apparent at KS4 as opposed to KS3 and this is something which will need to be developed and improved. The school meets many of the Gatsby benchmarks and pupils have engaged with a range of speakers from different industries, mock interviews and programme of work experience at the school. The school's curriculum is currently due for review in 2023/24. This year, leaders have continued to review the organisation of their curricula. These reviews include:	

The 2023/24 review will focus much more closely on how the curriculum is delivered as opposed to the content of the curriculum.

At KS4 pupils access to learning about the knowledge and skills required for their future lives continues to be good. The school hired a Work Experience consultant this year in order to provide a much better service than the SLA used in 2022. Evidence to data suggests that pupils will have much improved work experiences in Autumn 2023.

The annual 'College Roadshow' continues to ensure that all pupils have access to information about 'next steps' and what further education institutions will require from them.

The school has a number of embedded programmes to support pupils with preparing for the next stage of their learning at KS5 and their potential future career paths. These programmes include: the annual college roadshow, the mock interview event as well as a number of talks led by external providers.

This year, the services of a work experience consultant were procured in order to improve on the shortfalls of the work experience period of 2022. At the time of writing, bringing this service in-house has improved communication, vetting standards and the range of placements available to pupils.

Intended outcome	Success criteria				
<p>5. Student Wellbeing</p> <p><i>"We are healthy in mind and body. Life brings us challenge, but we take care of ourselves and each other; when things get difficult we know where to go."</i></p>					
<ul style="list-style-type: none"> ● Improve wellbeing of PP and vulnerable students ● Improve attainment and progress of PP and vulnerable students through quality first teaching and CPD 	<ul style="list-style-type: none"> ● Focus group pupil voice shows improved wellbeing ● SEMH referrals reduced for PP students ● Intervention meetings show improved wellbeing and outcomes for targeted students due to more precise targeting and evaluation of interventions ● Improve KS4 attainment of PP students so that it is equal to non-PP 				
<p>Whilst not specifically directed to PP student the recent data capture and student survey focussing on wellbeing and safety highlighted some areas moving forward:</p> <table border="1"> <tr> <th>Wellbeing measure</th><th>in 2022/2023</th></tr> <tr> <td>Safety</td><td>68% of students felt safe in school</td></tr> </table>		Wellbeing measure	in 2022/2023	Safety	68% of students felt safe in school
Wellbeing measure	in 2022/2023				
Safety	68% of students felt safe in school				

Trust	58% of students felt they had a trusted adult within the school
A listener	46% of students felt the adults they speak with are listening
Action takers	19% of students felt that adults do not take bullying seriously

Activity in this academic year (22/23)

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

Teaching (CPD, recruitment and retention)

Budgeted cost: £ 112,255.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD/training Effective training for teaching/support staff so that they have the skills to support students.</p> <p>Reduction of in-school variation of teaching and learning in order to ensure that pupils have curricular 'equality of opportunity' and excel across the curriculum.</p> <p>Staff development and training - £20,136.16</p>	<p>Teaching and learning QA data, training data, attainment data, pupil portfolios across school.</p> <p>Teaching and learning team.</p> <p>Evidence from the EEF CPD review shows that the three strongest CPD models are: lesson study/instructional coaching/strong teacher learning communities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	1,2,5
<p>Literacy across the curriculum Deeper embedding of literacy projects across the school including the Leytonstone Canon and Cover to Cover in order to ensure that pupils</p>	<p>Library records, departmental, C2C records, attainment data, focus groups, schemes of learning, pupil portfolios, attainment data</p>	1, 5

<p>are able to read well and secure appropriate vocabulary in order to articulate themselves and make sense of their learning.</p> <p>Dedicated staff focused on supporting the Literacy Coordinator in embedding disciplinary literacy across departmental areas.</p> <p>Dedicated staff focused on improving PPG pupils' access to the school's offer</p> <p>Total costs £74,119</p>	<p>Curriculum information https://www.leytonstoneschool.org/page/?title=Our+Curriculum&pid=30</p> <p>EEF Toolkit shows high impact for reading comprehension strategies and says that 'schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7':</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<p>Library resources – Leytonstone Canon</p> <p>Resources LRC - £15,000</p>	<p>Leytonstone Canon https://www.leytonstoneschool.org/page/?title=Leytonstone+Canon&pid=158</p>	1
<p>Staff Wellbeing Staff wellbeing group meet termly to discuss key areas for improvement in identified in staff wellbeing surveys. Focus on ways to improve communication and reduce workload further.</p> <p>£3000</p>	<p>EEF evidence states that one of the most key ingredients to a successful school is ensuring effective teachers in front of every class - 'Managing workload and supporting the delivery of effective professional development are key to retaining great teachers'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p>	

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

Budgeted cost: £ 73,286.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
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RESET Development of the school's RESET programme in order to teach pupils positive habits for successful lives. Total costs - £33,062	RESET data, behaviour data/logs (selected pupils)	4, 5
Reading/literacy intervention Benchmark assessments – reading age. Implementation and monitoring of small groups (set in reading ages) which follow a recognised reading programme. Lexia licences with summative assessments at the end of the programme. £15, 224.82	Assessments in secondary https://www.gi-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/ https://www.lexialearning.com/	1,3,4,5
Coaching Continuation of the coaching programme led by the Pastoral Lead aimed at helping pupils develop skills to support learning in school. £2000	Coaching data, behaviour logs (selected pupils)	1,2,3,4,5
Music Continuation of the school's subsidy for the music service to ensure that all pupils can have access to high quality music tuition. £8000	Music service expenditure, arts extracurricular groups attendance logs.	1,2,3,4, 5
Revision material Cross school purchase of textbooks/revision guides to provide equal access to high quality curriculum content. Total costs - £15000	Attainment data (KS4)	1,2, 5

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

Budgeted cost: £120,358.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Curriculum Creation of 'beautiful things' curriculum to provide pupils with access to a high quality arts and cultural experiences</p> <p>Events including performance and presentation of high-quality drama, art and music GCSE pieces.</p> <p>Total costs - £20,000</p>	<p>Log of pupils involved with project, quality of work produced (attainment), feedback from students</p>	<p>1,2,3,4,5</p>
<p>Attendance and punctuality Improved use of the local authority attendance package (gold) in order to ensure that pupils are in school learning and making the best of their educational opportunity.</p> <p>Pastoral interventions to improve attendance of students.</p> <p>Monitoring and implementation of attendance policy by establishing robust escalation procedures which are initiated before absence becomes a problem.</p> <p>Developing relationships with families, promoting the importance of attendance and its correlation to attainment.</p> <p>Total costs - £36,250</p>	<p>Attendance and punctuality data, minutes of meetings with parents, minutes of pastoral and LM minutes,</p> <p>EEF evidence a personalised approach to attendance and engagement with families can help to improve attendance: https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak</p>	<p>1,2,3,4,5</p>
<p>Extra-curricular Opportunities for students, including PP, to attend extra-curricular activities (eg: Duke of Edinburgh, trips and visits, boxing club)</p> <p>Running extra-curricular activities to provide opportunities for PP students to broaden their horizons.</p> <p>Monitor and encourage engagement of PP students. Continue subsidies for extra-curricular activities, including music</p> <p>Total costs - £25,000</p>	<p>Running extra-curricular activities to provide opportunities for PP students to broaden their horizons Monitor and encourage engagement of PP students. Continue subsidies for extra-curricular activities, including music</p> <p>EEF: ways in which 'enrichment' can improve attainment: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-e</p>	<p>2, 3, 4, 5.</p>

<p>Productions</p> <p>Two planned productions for pupils in the school to access in order to provide access to a high-quality arts experience (PPG pupils targeted for involvement)</p>	<p>Log of pupils involved with project, quality of work produced (attainment)</p>	<p>1,2,3,4, 5</p>
<p>Assemblies</p> <p>Creation of a purposeful assembly curriculum supported by external visitors with the aim of raising pupils' inspirations.</p>	<p>Robust assembly curriculum, pupil focus groups</p>	<p>1,2,3,4,5</p>
<p>PTA</p> <p>Continuation of PTA activities aimed at improving school experience for all pupils</p>	<p>PTA activity log, pupil focus groups</p>	<p>1,2, 3,4,5</p>
<p>Breakfast club</p> <p>Continuation of breakfast club to support vulnerable pupils in making a healthy start to the day.</p> <ul style="list-style-type: none"> PP pupils with poor punctuality to school identified and targeted to attend breakfast club <p>£1500</p>	<p>Log of pupils receiving breakfast alongside other relevant data e.g. attainment</p>	<p>1,2,3,4,5</p>
<p>Appointment, and implementation of a Family Engagement Partner to support families with:</p> <ul style="list-style-type: none"> Utilising a wide range of Waltham Forest services Engaging with the curriculum, learning, events at school (parents' evening, for example) and other aspects of the school Supporting identified students' attendance and punctuality of students to school Provide a means of communication for parents that have not engaged with the school previously Coffee mornings – themed to support parents and drop in sessions <p>Total costs £17,608.29</p>	<p>Behavioural and data logs of pupils supported by this work. Attendance at parents' evenings.</p> <p>Family focus groups, increased participation of PPG pupils in wider school activities, attainment data.</p> <p>Focus on providing positive home school communications to encourage positive dialogue about learning and offer more intensive support when needed.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1679401714</p>	<p>1,2,3,4,5</p>

<p>Careers guidance and support for identified Year groups (primarily Year 11)</p> <ul style="list-style-type: none"> • Career interviews with Students • Access to roadshows use of Xello to support career and further education plans <p>Xello - £2000 Careers - £15,000</p>	<p>Xello data, interviews</p>	<p>4,5</p>
<p>Safeguarding all students</p> <ul style="list-style-type: none"> • Training teachers on policies and systems, as necessary • Staff investigating incidents and supporting students • Use of CPOMS to record and communicate data 	<p>CPOMS, training material and attendance records</p>	<p>5</p>
<p>Counselling for identified students</p> <ul style="list-style-type: none"> • Training for staff • Resources for sessions 	<p>log of students attending counselling sessions and interventions, data illustrating impact.</p>	<p>5</p>
<p>Rewards Rewards to promote excellent behaviour for learning and engagement in all lessons:</p> <ul style="list-style-type: none"> • Training of staff on the new rewards system • Resources for rewards <p>Additional - £3000</p>	<p>Rewards data from SIMS, communication with parents (letters), training materials and feedback, reward trips and opportunities.</p>	<p>3, 5</p>

Total budgeted cost: £ 305,900.28

Part B: Review of outcomes in the previous

academic year

Outcomes 2022/2023

KS4 GCSE Performance data 2023

Measure	PP students	Whole cohort
Progress 8	-0.52	-0.16
Attainment 8	38.41 2021/2022 - 36.31	48.58 2021/2022 - 48.91
% of grade 4+ in English and Maths	43.2 2021/2022 - 38.9%	61 2021/2022 - 67.1%
% of grade 5+ in English and Maths	27.3 2021/2022 - 29.6%	45.8 2021/2022 - 49.4%
% of grade 7+ in English and Maths	6.8 2021/2022 - 9.3%	16.4 2021/2022 - 18.2%

Attendance

Year Group	Overall attendance %age	Pupil Premium students' attendance %age	No. of PP	Non Pupil Premium students' attendance %age	Pupil premium students' attendance 90% and below %age	Non Pupil premium students' attendance 90% and below
7	94.6	91.8	60	95.3	18.33 (11)	7.38 (11)
8	93.8	92.9	55	94.1	20 (11)	12.98 (20)
9	92.8	91.3	57	93.3	22.8 (13)	15.78 (24)
10	90.7	87.6	52	91.6	36.5 (19)	22.29 (35)
11	92.6	89.2	54	92.8	27.7 (15)	22.22 (28)

Punctuality

Year Group	Student's overall punctuality to school (Lates)	Percentage of lateness attributed to Pupil Premium students	Percentage of lateness attributed to Non-Pupil Premium students
7	2.15	3.2	1.76
8	3.01	5.16	2.32
9	3.54	4.45	3.29
10	4.95	4.38	4.83
11	6.81	8.38	6.30

Pupil premium strategy outcomes

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

Please see PPG report 2020-2021

Review of 2021/2022 outcomes embedded within document.

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
Duke of Edinburgh Award	https://www.dofe.org/
Xello	https://xello.world/en-gb/xello-for-schools/
NGRT	https://www.gi-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/
Lexia	https://www.lexialearning.com/

