

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Fred Longworth High School	
Number of pupils in school	1281 (October 2021 census)
Proportion (%) of pupil premium eligible pupils	20.76% (266 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Davies
Pupil premium lead	Louise Ward
Governor / Trustee lead	Myles Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,010
Recovery premium funding allocation this academic year	£73,416
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	£335,426

Part A: Pupil premium strategy plan

Statement of intent

Fred Longworth High School is relentlessly ambitious in ensuring that all disadvantaged students make strong progress in a broad range of subjects, including those disadvantaged students who are already high attainers on entry. We offer students a broad, rich and challenging curriculum delivered by outstanding teaching, and our inclusive approach ensures every student is challenged to achieve their best. We also work hard to ensure students have the personal qualities, skills and aspiration to achieve their potential, growing into well-rounded individuals who recognise their worth and contribute positively to the community.

Our Pupil Premium strategy strives to maintain the highest expectations of all disadvantaged students whilst supporting them with bespoke interventions where necessary. In the main, we aim to address the barriers disadvantaged students face through rigorous focus on quality-first teaching, consistently high standards, and in providing tailored professional development for all staff throughout the year. This is at the heart of everything we do to support the needs of all learners, not just those who are identified as disadvantaged. Implicit in the intended outcomes detailed in our plan, is the intention that disadvantaged students' attainment will be sustained and improved alongside the progress of their peers. This will ensure that all students will achieve their personal best.

Due to the complex and varied challenges faced by disadvantaged students, our approach aims to be bespoke to their individual needs. Through rigorous diagnostic assessment and tracking, strategic support and intervention, we provide all students with the opportunities to enjoy academic success. Alongside this, we promote all students to engage with the rich and varied extra-curricular provision on offer at Fred Longworth High School, helping to build their self-esteem, confidence and character.

Our strategy will be fundamental to the success of our wider school plans for supporting pupils' educational recovery for all students whose education has been disrupted and worst affected by the Covid-19 pandemic. This includes non-disadvantaged pupils as all pupils, irrespective of home background or circumstance, were, and are, affected by the pandemic. Our support includes additional tutoring, support with emotional wellbeing, and engagement in metacognition to help students reflect on their learning and how to improve.

Challenges

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

Challenge Number	Detail of challenge																																										
1	<p>Closing the Attainment and Progress Gap – Until 2019, results demonstrated a gap in attainment and progress between Pupil Premium and non-PP students. We seek to close the gap between the progress of the Pupil Premium students and the non-PP students across the full ability range. Although TAGS are not valid, the results have indicated this gap persists.</p> <p>Last valid results (2019): E&M at 4+ for all: 67.7%, PP: 41.3% Non-PP: 74% An overall attainment gap of -10.65</p> <p>In 2021, E&M at 4+ for all: 78%, PP: 54%, Non-PP 82% An overall attainment gap of -1.5 between PP and non-PP students.</p>																																										
2	<p>Closing the Reading and Communication Gap – We are concerned about the reading ability of a growing number of students. The reading ages for a significant number of disadvantaged students remain below the national average and this gap has widened since the Covid pandemic which is having a negative impact on attainment and progress in English and wider subject areas. 41 of our disadvantaged students, 29 of whom are SEND, had a reading age that was 3+ years below their chronological age.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% PP students below SAS 100</th> <th>% All students below SAS 100</th> <th>% PP PC below 4</th> <th>% All PC below 4</th> <th>% PP SC below 4</th> <th>% All SC below 4</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>36</td> <td>26</td> <td>21</td> <td>14</td> <td>9</td> <td>9</td> </tr> <tr> <td>8</td> <td>53</td> <td>33</td> <td>30</td> <td>15</td> <td>21</td> <td>10</td> </tr> <tr> <td>9</td> <td>42</td> <td>26</td> <td>28</td> <td>15</td> <td>20</td> <td>14</td> </tr> <tr> <td>10</td> <td>44</td> <td>23</td> <td>35</td> <td>14</td> <td>16</td> <td>9</td> </tr> <tr> <td>11</td> <td>35</td> <td>25</td> <td>21</td> <td>12</td> <td>21</td> <td>12</td> </tr> </tbody> </table> <p>Resulting from this reading gap, we are seeing increased word poverty and poor literacy skills amongst large numbers of disadvantaged and SEND students on entry. This is affecting their attainment, written outcomes and confidence.</p>	Year	% PP students below SAS 100	% All students below SAS 100	% PP PC below 4	% All PC below 4	% PP SC below 4	% All SC below 4	7	36	26	21	14	9	9	8	53	33	30	15	21	10	9	42	26	28	15	20	14	10	44	23	35	14	16	9	11	35	25	21	12	21	12
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3	<p>Attainment in Mathematics - Disadvantaged students' mathematical skills and their ability to make adequate progress in Maths KS2-4 was an issue prior to Covid. We need to continue to make improvement to ensure more students are able to achieve Grade 5+ in normal examination circumstances.</p> <p>2019: 4+: 74.5% 5+: 51.6% 7+: 17%</p>																																										

4	<p>Motivation and aspiration - We see more limited aspiration and motivation on entry for some disadvantaged and vulnerable students. Despite the rich and varied extra-curricular activities on offer, there is a gap between the Pupil Premium students and non-PP students accessing our programmes with many also presenting as having more limited access to broader cultural experiences.</p> <p>PP students receiving Freddie's Focus on the Stars (2021-22): Y7 – 54 students (83%) Y8 – 44 students (76%) Y9 – 45 students (78%) Y10 – 32 students (73%) Y11 – 36 students (76%)</p> <p>PP students' interim reports (2021-22):</p> <ul style="list-style-type: none"> • Platinum – 27 students • Gold – 106 students • Silver – 76 students • Bronze – 110 students 																																																																																																																																																					
5	<p>Attendance – Although whole school attendance for disadvantaged students is above national average by +0.9, there is a 0.4% gap between the attendance of PP students and non-PP. A key issue facing the disadvantaged students is Persistent Absenteeism. We want to reduce this gap and reduce the growth seen in persistent absenteeism since the Covid pandemic. Although the overall PA figure has reduced during the academic year 2021-22. We need to continue to address this issue for vulnerable groups.</p> <p>Overall Persistent Absence figures (June 2022 FFT Tracker))</p> <table border="1" data-bbox="363 1102 1406 1238"> <thead> <tr> <th></th> <th>All</th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>22%</td> <td>14%</td> <td>21%</td> <td>24%</td> <td>21%</td> <td>30%</td> </tr> <tr> <td>National</td> <td>28%</td> <td>21%</td> <td>26%</td> <td>29%</td> <td>30%</td> <td>35%</td> </tr> </tbody> </table> <p>Key Groups PA Figures (July 2022 SOL Attendance tracker))</p> <table border="1" data-bbox="363 1332 1353 1451"> <thead> <tr> <th></th> <th>FSM</th> <th>Non FSM</th> <th>Boys</th> <th>Girls</th> <th>EHCP</th> <th>SEND</th> <th>NON SEND</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>35.81%</td> <td>14.99%</td> <td>16.92%</td> <td>20.2%</td> <td>31.25% (5)</td> <td>32.2%</td> <td>17.2%</td> </tr> </tbody> </table> <table border="1" data-bbox="363 1458 1362 1637"> <thead> <tr> <th>Year Group</th> <th>PA No.</th> <th colspan="2">Male</th> <th colspan="2">Female</th> <th colspan="2">EHCP</th> <th colspan="2">SEN Support</th> <th colspan="2">Non SEN</th> <th colspan="2">FSM</th> <th colspan="2">Non FSM</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>29</td> <td>9.92</td> <td>13</td> <td>12.40</td> <td>16</td> <td>0.00</td> <td>0</td> <td>20.83</td> <td>10</td> <td>0</td> <td>0</td> <td>19.15</td> <td>9</td> <td>9.39</td> <td>20</td> </tr> <tr> <td>8</td> <td>42</td> <td>12.31</td> <td>16</td> <td>20.34</td> <td>24</td> <td>0.00</td> <td>0</td> <td>24.32</td> <td>9</td> <td>14.90</td> <td>31</td> <td>28.89</td> <td>13</td> <td>13.30</td> <td>27</td> </tr> <tr> <td>9</td> <td>59</td> <td>20.28</td> <td>29</td> <td>25.69</td> <td>28</td> <td>40.00</td> <td>2</td> <td>25.00</td> <td>10</td> <td>21.74</td> <td>45</td> <td>34.78</td> <td>16</td> <td>19.90</td> <td>41</td> </tr> <tr> <td>10</td> <td>52</td> <td>21.77</td> <td>27</td> <td>19.67</td> <td>24</td> <td>100.00</td> <td>2</td> <td>45.16</td> <td>14</td> <td>16.04</td> <td>34</td> <td>45.45</td> <td>15</td> <td>16.90</td> <td>36</td> </tr> <tr> <td>11</td> <td>60</td> <td>20.15</td> <td>27</td> <td>25.58</td> <td>33</td> <td>25.00</td> <td>1</td> <td>42.86</td> <td>21</td> <td>18.10</td> <td>38</td> <td>52.27</td> <td>23</td> <td>16.89</td> <td>37</td> </tr> <tr> <td>Total</td> <td>242</td> <td>16.92</td> <td>112</td> <td>20.59</td> <td>125</td> <td>31.25</td> <td>5</td> <td>31.22</td> <td>64</td> <td>17.68</td> <td>148</td> <td>35.35</td> <td>76</td> <td>15.28</td> <td>161</td> </tr> </tbody> </table>		All	Y7	Y8	Y9	Y10	Y11	School	22%	14%	21%	24%	21%	30%	National	28%	21%	26%	29%	30%	35%		FSM	Non FSM	Boys	Girls	EHCP	SEND	NON SEND	School	35.81%	14.99%	16.92%	20.2%	31.25% (5)	32.2%	17.2%	Year Group	PA No.	Male		Female		EHCP		SEN Support		Non SEN		FSM		Non FSM		7	29	9.92	13	12.40	16	0.00	0	20.83	10	0	0	19.15	9	9.39	20	8	42	12.31	16	20.34	24	0.00	0	24.32	9	14.90	31	28.89	13	13.30	27	9	59	20.28	29	25.69	28	40.00	2	25.00	10	21.74	45	34.78	16	19.90	41	10	52	21.77	27	19.67	24	100.00	2	45.16	14	16.04	34	45.45	15	16.90	36	11	60	20.15	27	25.58	33	25.00	1	42.86	21	18.10	38	52.27	23	16.89	37	Total	242	16.92	112	20.59	125	31.25	5	31.22	64	17.68	148	35.35	76	15.28	161
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6	<p>Parental Engagement – We have several harder-to-reach families amongst our disadvantaged students. This limited engagement in school life and learning is resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.</p> <p><u>Parents' evenings 2021-22:</u> Y7 - 90% attendance, 78% PP attendance Y8 – 87% attendance, 71% PP attendance Y9 (run remotely) - 78.7% attendance, 47.36% PP attendance</p>																																																																																																																																																					

	<p>Y10 – 89.8% attendance, 58.1% PP attendance</p> <p>Y11 -</p> <p><u>Student-led conference (22.07.22):</u></p> <p>PP booking figure – 70.9%, attendance at appointments – 57.7%</p>
7	<p>The impact of the Covid pandemic – We continue to see the detrimental impact of the Covid pandemic on student progress and attitude to learning. This is far reaching and also includes an increase in mental health issues amongst students. We are concerned that our disadvantaged children are at greater risk of poor mental health due to rising poverty and growing inequality caused by the Covid-19 pandemic and the cost-of-living crisis.</p>
8	<p>Students with multiple needs – Of the 246 students in school with SEND, 101 of those students are also identified as being disadvantaged. To help ensure all these students receive quality-first teaching, we want to build teachers’ knowledge of students in their care as well as strategies they can use to support individuals.</p> <p>CLA – At FLHS, we currently have 15 children that are looked after. Their funding is provided by the local authorities but all purchases that are made to benefit the education and wellbeing of the student and is noted in the personal education plan.</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
<p><i>Challenge 1:</i> The attainment and progress gap closes between disadvantaged students and their non-disadvantaged peers.</p>	<p>The gap between P8 and A8 figures for PP and non-PP students will have reduced.</p>
<p><i>Challenge 2:</i> The average reading age of all students in all year groups will improve, including those who are disadvantaged.</p> <p>As a result, the gap closes between the attainment and progress of disadvantaged students and their non-disadvantaged peers in English and other heavily literacy-based subjects.</p> <p>We see increased engagement and enjoyment in reading and English.</p>	<p>Students presenting with reading ages significantly below their chronological age are identified and targeted for classroom intervention and additional reading support as appropriate. As a result, reading ages of these students improve and we will see a rise in NGRT SAS scores across key groups as well as increased progress and attainment in subjects with heavy reading and writing.</p> <p>The curriculum across all subject areas will evidence vocabulary development and exposure to high quality reading for all students.</p> <p>In heavily literacy-based GCSE subject areas (English, History, Geography), disadvantaged students will achieve grades in line with non-PP peers with FFT data showing positive trends.</p> <p>Student voice will capture more positive perceptions of reading and English from all students.</p>
<p><i>Challenge 3:</i> GCSE Maths results improve significantly for disadvantaged students, and specifically with LA students.</p>	<p>Disadvantaged students make rapid progress at KS3 and catch up with their peers. Gaps at KS3 narrow significantly as students demonstrate greater mastery of the intended Maths curriculum.</p> <p>At GCSE level, disadvantaged students achieve GCSE results at least in line with FFT estimates across the ability range.</p>
<p><i>Challenge 4:</i> We see improved engagement and motivation for disadvantaged students across the school.</p> <p>More disadvantaged students access extra-curricular activities.</p> <p>Disadvantaged students engage with a wide range of broader experiences on offer to compliment the curriculum.</p>	<p>Qualitative data from Satchel One, alongside student voice, teacher surveys and behaviour monitoring will indicate higher levels of engagement with parity in students receiving achievement points and a reduction in behavioural issues.</p> <p>The new PSHE and careers curriculum will have a positive impact on student motivation and aspiration.</p> <p>The gap between PP and non-PP students accessing extra-curricular activities will close.</p>

	<p>Disadvantaged students will be recognised on FF on the Stars and the BEST awards in line with non-disadvantaged peers.</p> <p>Destination figures – Target 100% of students in education and employment.</p> <p>Completion of KS3 passports capturing school experience and engagement with wider curriculum.</p>
<i>Challenge 5:</i> Reduced absence rates and improved attendance of disadvantaged students.	<p>Students eligible for PP achieve attendance in line with other students. The small gap between disadvantaged students and other students will continue to close and national standards for attendance will continue to be met. We will see the persistent absence figures reduce.</p>
<i>Challenge 6:</i> Improved parental engagement with more parents aware of their child’s school journey with understanding of how to help their child. Increased parental engagement in school events.	<p>The attendance of parents/carers of disadvantaged students at school events is in line with that of non-disadvantaged students.</p> <p>Parent/carer surveys show engagement and satisfaction with school and school life.</p>
<i>Challenge 7:</i> Recovery of lost learning for students who have been disproportionately affected by the crisis.	<p>Assessment data across subject areas and year groups show narrowing of the gap between disadvantaged students and their non-disadvantaged peers. At KS4, data shows significant progress towards attaining FFT benchmarks.</p> <p>Carefully targeted students make progress following receiving additional tutoring to help close the widened gap following the Covid-19 pandemic.</p>
<i>Challenge 8:</i> Improved provision for those students who are AP, CLA, EAL and SEND ensuring they are supported during lessons and through the inclusion faculty.	<p>CLA students to attain their targets in line with other students, following close monitoring.</p> <p>Closing of the gap in attainment for SEND students, ensuring their progress is in line with other students.</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: £85,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>CPD focussed on the following priorities:</p> <ul style="list-style-type: none"> - Behaviour: restoring excellence - Curriculum refinement with focus on assessment, effective teaching of reading, and provision for SEND students - FLHS BEST Standards of Classroom excellence - Reading: reading curriculum and disciplinary reading - Metacognition and self-regulated learning - Homework: embedding our six strands for embedding knowledge and improving retention - Post-pandemic recovery 	<p>EEF: ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>EEF summary of the three recommendations for effective CPD: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=profess</p> <p>Subject-specific reading training and integration of disciplinary reading strategies: ‘All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>EEF evidence suggests metacognition and self-regulation strategies can help ensure 7+ months progress: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>NFER: Findings from Wave 1 survey indicated how ‘schools serving the highest proportions of disadvantaged pupils had the lowest levels of pupil and disadvantaged pupil engagement, and are likely to need intensive support to help them to manage a complex array of pupil needs over the coming months...’ https://files.eric.ed.gov/fulltext/ED608586.pdf</p> <p>Sutton Trust - Subject to Background: ‘Students who reported they spent significant amounts of time on homework daily in Year 11 were nine times more likely to get three A-levels than those who did no regular homework.’</p>	<p>1, 2, 3, 8</p>

	<p>https://www.suttontrust.com/our-research/subject-to-background-disadvantaged-pupils-enrichment-homework/</p> <p>EEF Homework provision: ‘In the most effective examples, homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework#:~:text=There%20is%20some%20evidence%20that,normal%20school%20time%20is%20important</p> <p>Key Texts: ‘Huh: Curriculum Conversations Between Subject and Senior Leaders’ - Tomsett & Myatt ‘When the Adults Change, Everything Changes’ – P Dix</p>	
<p>Quality First Teaching: Mathematics</p> <ul style="list-style-type: none"> - Continued refinement of spiralled curriculum with focus on mastery and addressing skills gap. - National tutoring in place for targeted students. - Strategic grouping and staffing to maximize students’ progress. - Effective deployment of Maths-specific learning coaches. 	<p>EEF guide to the Pupil Premium: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ Disadvantaged students must receive ‘good or better’ teaching in order for them to make good progress; they are vulnerable to less effective teaching due to external barriers.</p> <p>Foster/Dunlosky: <i>Why does interleaving improve math learning?</i> ‘We observed benefits of interleaving practice on formula retrieval and on final test performance.’</p> <p>Quigley: ‘...reading [in maths] is a tricky, multi-faceted act for pupils. Careful, slow reading, and re-reading, is often necessary to actually unpack the mathematical operations required by pupils.’</p>	1, 3, 7, 8
<p>Closing Barriers: Communication</p> <ul style="list-style-type: none"> - CPD (see above) - Continued curriculum refinement focussed on the development of reading and disciplinary literacy. - In English, further curriculum refinement focussed on reading fluency. - New TLR Post: reading lead. - Development of oracy across school through 	<p>Key texts: Closing the Reading Gap: Quigley, 2020 Closing the Vocabulary Gap: Quigley, 2018</p> <p>S Green, 2021: ‘Most pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multi-faceted approach to teaching reading.’</p> <p>T Shanahan, 2019: ‘we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.’</p> <p>EEF - average impact of the small group tuition is four additional months’ progress over the course of a year. ‘Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.’</p> <p>The English faculty schemes of learning have made comprehensive use of research-based approaches to develop the teaching of writing.</p>	1, 2, 7, 8

<p>BEST standards and English curriculum.</p>		
<p>Broadening Horizons:</p> <p>Curriculum design and refinement with focus on cultural capital and real world experiences.</p> <p>Introduction of the student passports at KS3 with a host of opportunities offered to enhance and broaden the curriculum, providing wider cultural experiences.</p> <p>Ensuring effective PD curriculum, pastoral lessons and building on our effective careers provision.</p> <p>Continue to build on the extensive and broad extra-curricular offer with regular monitoring of attendance of PP students.</p>	<p>An effective curriculum must develop cultural capital amongst disadvantaged students because opportunities outside of school may be more limited. It is our moral imperative to introduce students to ‘the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’ [OFSTED, 2019]</p> <p>T Loveless, 2022: ‘Cultural Capital becomes a part of curriculum design, not simply an additional aspect of teaching; there is a duty to identify early on the ‘essential’ knowledge for each topic / unit / module and also the ‘standard’ reference points that form the basis of the developing schema.’</p> <p>E Hirsch, “...we deprive our students of crucially important information if our curriculum fails to provide also the extensive information that literate people in our culture share”</p> <p>Pinkett and Roberts, 2019: ‘Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital.’</p>	<p>1, 4, 5, 7</p>
<p>Closing Barriers: Homework</p> <p>Extended access to homework clubs with effective deployment of learning coaches to provide one to one support.</p> <p>Ensuring our six homework strands are embedding within SOLs, consolidating and embedding knowledge.</p> <p>Continuing to celebrate success and appropriate challenge of students not meeting expectations.</p> <p>IT audit and diagnostic questionnaire to ensure students have the resource required to engage with homework effectively.</p>	<p>EEF: ‘Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework#:~:text=There%20is%20some%20evidence%20that,normal%20school%20time%20is%20important</p>	<p>1, 7, 8</p>

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

Budgeted cost: £169,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 11 support programme</p> <ul style="list-style-type: none"> - Targeted intervention via after school classes within all faculties - Close monitoring with HOF to identify students for intervention - High-quality revision materials provided - Motivational assembly programme - Walk Talk Mock Exams - Explicit teaching of Study skills through the pastoral curriculum - Academic and pastoral mentors for targeted students - School events to engage parents in student progress e.g. Parent-student workshops and revision events: 'How to help your child revise.' 	<p>EEF evidence indicates one to one tuition can be effective, delivering approximately five additional months' progress on average. Also, 'Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</p> <p>Evidence also suggests metacognition and self-regulation strategies can help ensure 7+ months progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>TES, 2019: 'For many students, their worries stem from having to sit silently in a large hall. By practising in this environment in a supported way, a student's confidence can often increase as their fears are replaced with familiarity. Furthermore, these mocks are the epitome of modelling.'</p> <p>EEF: 'Mentoring interventions may be more beneficial for [disadvantaged] pupils, as the development of trusting relationships with an adultcan provide a different source of support.'</p>	<p>1, 2, 3, 4, 7, 8</p>
<p>Closing Barriers: Communication</p> <ul style="list-style-type: none"> - Targeted and bespoke reading support and interventions following rigorous testing: Sounds Write, adult reading intervention, peer reading, parent reading. - Two learning coaches offering reading intervention for targeted students. 	<p>T Shanahan, 2019: 'we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.'</p> <p>EEF - average impact of the small group tuition is four additional months' progress over the course of a year. 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.'</p> <p>The English faculty schemes of learning have made comprehensive use of research-based approaches to develop the teaching of writing.</p> <p>NACE: Transition reading 'instil or maintain a love of reading for pleasure, often fostered at primary school, while stretching learners to extend their knowledge...'</p>	<p>1, 2, 4, 7</p>

<ul style="list-style-type: none"> - Transition summer read: students gifted a novel as part of transition package. 		
<p>Closing Barriers: Appointment of new <i>PP Co-ordinator</i>:</p> <ul style="list-style-type: none"> - Tutor of a small form focussed on persistent absence. A smaller, supportive environment to support engagement in school life. - Targeted academic mentoring and support with wellbeing for PP students identified as needing support via rigorous monitoring; - support with resources (equipment, uniform) - supporting parental engagement. 	<p>Richardson, TeachFirst, 2021: 'At an individual level, a professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child's education. They can be crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education.'</p> <p>EEF: 'Mentoring interventions may be more beneficial for [disadvantaged] pupils, as the development of trusting relationships with an adultcan provide a different source of support.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Attendance Interventions, EEF 2022: 'The overall impact of targeted and responsive interventions was a small positive impact SMD ES=0.14 (0.04, 0.25).'</p> <p>'There is a very small positive impact, on average for communication parental engagement on attendance.'</p> <p>The Education Hub, 2019: 'Schools should make sure that arrangements are in place so that second-hand school uniforms are available for all parents... Schools can set up their own provision. Information on second-hand uniforms should be clear for parents of current and prospective pupils and published on the school's website.'</p>	<p>4, 5, 6, 7, 8</p>

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

Budgeted cost: £120,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement and Motivation</p> <ul style="list-style-type: none"> - Extensive extra-curricular programmes and opportunities. Most notable in the Arts and PE. Improved targeting of PP 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>The school's history as an Arts college provides strong foundations and we maintain strong Arts provision in our curriculum, offering extensive extra-curricular opportunity.</p>	<p>4, 5</p>

<p>students to engage them in extra-curricular activities.</p> <ul style="list-style-type: none"> - To continue building extracurricular links and out of hours community involvement. - Monitor the access of PP students in rewards, FF Stars, BEST awards and Headteacher’s Award. - Greater visual recognition of student achievement. - Continue to develop the Careers and PD curriculums to negate the impact of low aspirations of some of our most vulnerable / disadvantaged students, - Wider careers opportunities: careers day, colleges tasters, one to one careers interviews. - Specific targeting of children who could be NEET. - Assembly programme focussed on building character. 	<p>Social Mobility Commission: ‘Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.’</p> <p>NCES, 1995: ‘Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. Extracurricular participation was positively associated with each of these success indicators...’</p> <p>The Gatsby Benchmark framework of eight guidelines for the best careers provision in schools and colleges. These are being used to inform our careers programme and provide experiences that will raise aspiration.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	
<p>Attendance</p> <ul style="list-style-type: none"> - Embedding of SOL Attendance to continue to improve student engagement with their own attendance. - Continued close monitoring of “at risk” students with appropriate interventions when required e.g. attendance form (see PP Co-ordinator) - Development of individual support plans for all students with attendance under 90%; - Weekly meetings with LA link regarding hard-to-reach families and students. - Offer a variety of rewards to praise high and improved attendance. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>The higher the overall absence rate across key stages, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, compared with students who missed 10-15% of all sessions.</p> <p>Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons.</p> <p>Collaboration with partner schools has seen a high impact with PP learners through managed moves or respite placements. These are often very successful and lead to students reengaging with education.</p>	5, 7
<p>Closing barriers: behaviour and access</p>	<p>National statistics: ‘Permanent exclusion rates are higher among pupils eligible for free school meals.’</p>	1, 7, 8

<ul style="list-style-type: none"> - Continue to work with partner schools to support PP learners with behavioural difficulties. - Careful monitoring of setting of disadvantaged students to support their needs. 	<p>https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf</p> <p>EEF: 'tailoring an approach to classroom or school behaviour to individuals and focusing on building relationships can be effective, but this needs to occur with an appropriate amount of teacher training. An alternative is to focus on academic issues and teaching coping and resilience skills, but not focus on relationships.'</p>	
<p>Closing barriers: Parental Engagement</p> <ul style="list-style-type: none"> - Targeting 'Hard to Reach' Parents, monitoring their engagement with parental information Evenings and Progress Review Evenings with targeted contact as appropriate. - Satchel: One for improved communications between parent and school - Targeted invitation to parent coffee mornings to engage in more general school life. - Increased positive communications with parents via postcards home, positive phone calls etc. 	<p>Goodall, 2013: 'Research demonstrates that parents actively engaging with their child's learning is more important than these demographic factors, and when parents actively engage with their children's education in a range of ways, improved outcomes are found in all population groups.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Recommendation 3: Tailor school communications to encourage positive dialogue about learning... Messages are likely to be more effective if they are personalised, linked to learning and promote positive interactions, e.g. celebrate success.'</p>	6
<p>Closing barriers: Mental health</p> <ul style="list-style-type: none"> - Maintain proactive approach to provision and early identification of students where help is required. - Continue to embed mental health awareness and strategies into curriculum as and where applicable and mental health to be a significant focus in the new PD curriculum. - Two members of staff to complete mental health-related qualifications: Senior Mental Health Certificate & Senior Mental Health Award. - TESS Support 	<p>Joseph Rowntree Foundation, 2016: 'Poverty increases the risk of mental health problems and can be both a causal factor and a consequence of mental ill health.' The development of students' emotional health and social skills supports the development of healthy adults. It is therefore crucial to provide mental health support within school to our disadvantaged students who may not be able to readily access the support outside of school.</p> <p>https://www.mentalhealth.org.uk/sites/default/files/Poverty%20and%20Mental%20Health.pdf</p> <p>Young Mind: '67% [of young people surveyed] believed that the pandemic will have a long-term negative effect on their mental health.'</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/705083/Supporting_Mental-Health_pen_portraits.pdf</p>	4, 7, 8

<ul style="list-style-type: none"> - Appointment of mental health co-ordinator in school. - External counselling provided by Wigan Council. - External youth worker from Wigan LA and external mentors working with students involved in anti-social behaviour in the community. - Develop the use of case studies to measure impact of intervention and support. - Continue to raise staff awareness of challenges posed by mental health issues and strategies to support individual students; - Clear communication for staff to help them support children in periods of crisis. - To develop the use of Provision maps for PP students for staff to access the information through Satchel One on Welfare notes. 		
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Total budgeted cost: £375,192

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.

The evaluation of our PP plan is within the school's SEF 2022. The SEF document was used extensively to generate the School Improvement Plan 2022-23 and the revised PP Strategy, 2022-23.

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
GCSE Pod	Pod Up
Satchel One	Team Satchel: Together Through Education
Pixl	Pixl Club
Class Charts	TES
Reading Plus	Dreambox Learning
Provision Maps	Edukey Education