

# 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
School name	Crestwood Community School
Number of pupils in school	1315
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Krista Dawkins - Headteacher
Pupil premium lead	Jonathan Russell - Assistant Headteacher
Governor / Trustee lead	Jenny Parker/Ineke Henson

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£390,923
Recovery premium funding allocation this academic year	£60,982
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£451,905

# Part A: Pupil premium strategy plan

## Statement of intent

38% of our cohort are disadvantaged pupils. We are a split-site school and the demographic shows that there is a campus differential with 43% of pupils on our Cherbourg campus being disadvantaged pupils and 33% of our Shakespeare campus being disadvantaged pupils. 5.9% of the school currently have an EHCP - (national average is 3.3%). 58% of these pupils are disadvantaged students.

Our strategic plan identifies four key elements that influence our pupil premium strategy:

- o 1.1: To continually review curriculum offer and organisation cross-phase, within subjects and across the school to best challenge students and embed high expectations
- o 1.2: To continue to review the Crestwood Learning Cycle to ensure an integrated approach to key strategies to meet the learning needs of our students
- o 2.1: To develop early identification of need and intervention to ensure personalised approaches to inclusion
- o 2.2: To continually expand our knowledge and understanding of pastoral strategies to meet the ever changing needs of our community

Our intention is to ensure that all of our disadvantaged students can fully access the whole curriculum. This includes removing barriers for our students in relation to literacy and to ensure that our disadvantaged students' academic performance and outcomes are at least in line with their peers. Our ethos also ensures that our disadvantaged students feel safe and confident so that they attend positively seeing Crestwood as a fully inclusive school.

High-quality teaching through the embedding of our Crestwood Learning cycle is at the heart of what we do for all students. Ensuring staff tailor approaches to meet the needs of all students is essential but particularly with a focus on our disadvantaged students. This has a proven impact on closing any attainment and progress gaps for all students however, through our quality assurance, there is a priority focus on our disadvantaged students to monitor their attainment and progress and to take appropriate action to maximise their opportunities to be successful. We continually strive to enhance the outcomes for all of our students however, implicit in our intended outcomes is ensuring that the academic performance of our disadvantaged at least matches those of our non-disadvantaged students.

Closing any potential gaps that may have emerged prior and through the pandemic is part of this strategy and allied to high-quality teaching. Targeted support through a

range of strategies including the National Tutoring Programme and through School Led tutoring aim to address gaps thereby ensuring our students have the knowledge and skills to perform well. We target a range of students through this approach however, our disadvantaged students are prioritised based on their performance and need.

Bespoke subject based support strategies/activities are regularly evaluated to assess and monitor impact. Those that have a proven track record in enhancing the academic performance of our disadvantaged students, most notably in their progress 8 measure, are supported through our pupil premium strategy.

Our literacy and numeracy focus across the school ensures that our faculties and staff emphasise and build the understanding and use of key and subject specific vocabulary. Our DEAR strategy encourages a love of reading through regular opportunities for students to read as part of the school day. Consistency in approaches to numeracy across all faculties is a drive to enhance numerical fluency and the application of key numerical skills across the curriculum.

It is an essential component of our strategy that we are highly informed about any potential gaps that our students may possess. We utilise diagnostic testing to identify and close gaps for our disadvantaged students at least in line with their peers through highly informed teaching and learning and targeted intervention. Ongoing monitoring of student performance by our Senior Leadership Team is embedded into our school improvement plan. Through this process, we ensure that any student at risk of underachieving receives targeted intervention. All faculties utilise Progress Intervention Plans which are reviewed by the Senior Leadership Team throughout the year with the progress of our disadvantaged students featuring as a priority as part of these reviews.

Our Pupil Premium strategy promotes a culture whereby all staff take responsibility for the performance and outcomes of our disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Enhance the social and cultural capital for disadvantaged students:</b> Lesson observations and evaluation of our student voice feedback identifies that the cultural capital of our disadvantaged students is an area that needs development, particularly in relation to literacy. Whilst steps have been taken to enhance the social and cultural capital of all students, this remains an area of focus for us to enhance this for our disadvantaged students.</p>
2	<p><b>Enhanced academic performance for our disadvantaged students:</b> The academic performance of our disadvantaged students has been on a 4 year trend of improving to an overall progress 8 score of +0.16 and an attainment 8 score of 43.13 for our disadvantaged students in 2021.</p> <p>However, they continue to be a focus group across the school, particularly in light of the impact of the pandemic and lockdowns. A key challenge for the school is to ensure that we maintain the closed gap for these attainment and progress measures.</p> <p>In 2021 the gap between disadvantaged students and non-disadvantaged students' progress 8 scores was -0.38 and was -5.89 for attainment 8. Analysis shows that this gap is on a closing trend.</p> <p>Our English and Maths threshold identifies a -4.6 gap for disadvantaged students achieving 4+ in these subjects and a -9.79 gap at 5+.</p> <p>Whilst this is on an improving trend of closing, it remains a focus for the school within the core.</p> <p><b>Focus on core catch up:</b> Analysis of the diagnostic testing results from the QLA analysis from the GL Assessments sat at the start of the 2021/22 academic year, by our Year 7 cohort, show:</p> <ul style="list-style-type: none"> <li>● As a cohort in English we are significantly below national averages for disadvantaged students in the “very low” and “below average” categories with 20% more disadvantaged students in these categories compared to national averages. There are more disadvantaged than non-disadvantaged students in the “very low” and “below average” categories with the most pronounced difference being in the below average SAS band of 82-88 of 16%. Analysis also shows that there is a marginal disparity from the national picture for our students with the reporting area of complex inference.</li> <li>● As a cohort in Maths, we are significantly below national average/normal distributions. With 40% of those that are disadvantaged at a "very low" and 17% "low" compared with those who are not-disadvantaged at 14% “very low” and 14% “low”. 0% of our</li> </ul>

	<p>disadvantaged students are “above average”, whereas 2% of those non-disadvantaged are considered “above average”. Reasoning was a reporting area that emerged as needing development in our disadvantaged students and our assessments have been adjusted to build reasoning capacity.</p> <ul style="list-style-type: none"> <li>As a cohort in Science, we are below national averages for disadvantaged students at “very low” and “below average” categories. There is also a significant difference of 15% between our school and the national average at the low end of the average band. There is also a difference of 9% between this band between disadvantaged students and their non-disadvantaged peers. Analysis also shows that there is a marginal disparity from the national picture for our students with the reporting area of working scientifically.</li> </ul>								
3	<p><b>To enhance our disadvantaged students literacy and reading:</b>  In year 7 &amp; 8, -23% have standardised scores in the “below average” range (below 85) for Reading. 42% of these pupils are disadvantaged students.  In year 7 &amp; 8, -28% have standardised scores in the “below average” range (below 85) for Spelling. 47% of these pupils are disadvantaged students.  <b>Literacy</b> and access to it continues to be a barrier for students in our school whether they are disadvantaged or not. Lockdown has compounded this particularly among our disadvantaged students as it has limited their access to literature and books.</p> <p>Our analysis identifies that our cohorts over the 2019/20 and 2020/21 academic years have entered our school with a reading age at less than their chronological age.</p> <p>Current reading ages are:</p> <table data-bbox="347 1198 1133 1339"> <tr> <td>Disadvantaged:</td> <td>Non-Disadvantaged:</td> </tr> <tr> <td>7s: 10:04</td> <td>7s: 10:10</td> </tr> <tr> <td>8s: 10:07</td> <td>8s: 10:08</td> </tr> <tr> <td>9s: 11:01</td> <td>9s: 11:09</td> </tr> </table> <p>Our target is to progress students to be at least in line with age related expectations by the end of Key Stage 3, which would represent accelerated progress based on their reading age on entry to our school.</p>	Disadvantaged:	Non-Disadvantaged:	7s: 10:04	7s: 10:10	8s: 10:07	8s: 10:08	9s: 11:01	9s: 11:09
Disadvantaged:	Non-Disadvantaged:								
7s: 10:04	7s: 10:10								
8s: 10:07	8s: 10:08								
9s: 11:01	9s: 11:09								
4	<p><b>To ensure that the wellbeing of our disadvantaged students is positive:</b>  Meeting the <b>pastoral, emotional and mental health needs</b> of our disadvantaged students is a continual focus for us as a school. Our disadvantaged students can sometimes be harder to reach and therefore as a school, we deploy additional staffing to ensure that all students can access our provision.</p> <p>During the pandemic (20/3/20 - 31/7/21) all tutors, year leaders, pastoral support staff and SLT were involved in ensuring that each student was contacted regularly and that parents were able to give feedback - through phone calls, online lessons, online assemblies, online parent evenings and online tutor times. Almost two thirds of referrals/requests for support, including pastoral and well-being support, received through the lockdown period were for our disadvantaged students.</p>								
5	<p><b>To maximise attendance rates for our disadvantaged students.</b> Currently, the difference between disadvantaged students and the whole school has</p>								

been on a closing trend. On average the difference between disadvantaged students and our overall attendance has been -2.31% over the last 3 years 2018 - 2021.

## 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
Positive Attainment/Progress	<p>FFT 50 Att 8 target for 2024 to meet or exceed 41 for our disadvantaged students.            FFT 50 P8 target for 2024 to be at least 0.0 for our disadvantaged students.            FFT 50 EM 5+ target for 2024 to meet or exceed 52% for our disadvantaged students.            FFT 50 EM 4+ target for 2024 to meet or exceed 27% or our disadvantaged students.</p> <p>Our evaluation of the Impact of tutoring/intervention to demonstrate a positive impact on students final grades and P8 scores within key target subjects.            Evidence needs to show a continued closing of the Covid and Disadvantaged gap.</p>
Improve literacy and numeracy skills of disadvantaged students	<p>Reading ages better than chronological progress.            Spelling Age better than chronological progress.            STAR test scores identify student progress closing the gap identified in 2021 to better than chronological progress.            GL assessments identify a closing of the gap and enhanced performance particularly for our disadvantaged students from the benchmark performance measure established at the start of each academic year.            Internal QA including lesson observations, work scrutiny and student voice recognise this improvement.</p>
Improved attendance for disadvantaged pupils	<p>Disadvantaged attendance moves to within the range of 93-95% and the gap between disadvantaged and non-disadvantaged students closes to &lt;4%.</p> <p>Minimise the level of persistent absentees (PAs) amongst disadvantaged students.            This is within the context of the impact of the</p>

	<p>pandemic on attendance. Ongoing monitoring of attendance and intervention will be reviewed to evaluate its impact on disadvantaged attendance levels.</p>
<p>Address issues that emerged during the pandemic to achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged.</p>	<p>Enhanced levels of wellbeing evidenced in a reduction in the level of pastoral referrals from our disadvantaged students and their parents.</p> <p>Student voice feedback also identifies positive perceptions and position from our disadvantaged 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: £197,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Utilising CAT and other standardised diagnostic testing.</b> Training for staff as appropriate to ensure assessments are interpreted correctly. Standardised tests provide detailed gap analysis for the core that can be utilised to adjust curriculum, schemes of learning and teaching to close these gaps. They also help identify students that may need additional intervention/support. The aim of these diagnostic tests is to significantly close gaps in knowledge when it comes to progress tests at the end of the year and to ensure students, particularly our disadvantaged students, are more confident in the foundations of key skills.</p>	<p><a href="#">Why_CATs?</a></p> <p><a href="#">EEF_Diagnostic_Assessment</a></p>	<p>1 &amp; 2</p>
<p><b>Develop our Learning Dojo</b> to support a smooth transition to secondary school for students with specific social and/or academic needs AND those significantly behind age related expectations for literacy and numeracy.</p> <p>Students will spend half of their curriculum time in a nurture group that develops literacy and numeracy skills to at least age related expectations, to support students in accessing a full curriculum. We also have a primary teacher working with Learning Dojo students to plug key gaps in number and create a new scheme of learning across campus to suit both our weakest and most vulnerable students. This is aimed at avoiding cumulative disfluency from primary through secondary by focussing on number and really grasping the foundations.</p>	<p>Pupils' participation in an alternative curriculum which is adapted and suited to their needs and the gaps in their knowledge will support them in accessing the wider curriculum. Our analysis of transition data identified a cohort that were behind age related expectations that would benefit from this approach. Internal data will monitor the progress of students accessing the Dojo.</p>	<p>1, 2, 3, 4 &amp; 5</p>



<p>Currently the Dojo has 30 students (2021/22) and over half of these are disadvantaged students accessing this provision.</p>		
<p><b>Further enhance and embed approaches to support students reading and literacy development across the school through:</b></p> <ul style="list-style-type: none"> <li>● Independent Reading</li> <li>● Guided Reading</li> <li>● Vocabulary Mats</li> <li>● Accelerated Leader</li> </ul> <p>Independent Reading: All students 7-9 complete DEAR every day, meaning that their minimum amount of minutes reading a week should be 100 minutes if they do not read outside of this time. Repetition of DEAR across a school week ensures students are practicing important reading skills needed for their education and later in life. However, it also means they were doing that through reading something of their own choosing and regular scheduled visits to the library ensure that students are able to select their own books and discuss their preferences.</p> <p>Guided Reading: The English department dedicates one lesson a fortnight to 'Word Study' where students read an 'off scheme' text and follow the Crestwood 5 Steps to Reading to embed effective reading practice. This lesson also allows them to go to the library and change their reading book, but importantly gives them a guided reading model.</p> <p>Vocabulary Mats: At Crestwood, we aim to equip all students with the vocabulary that they need to access the world around them, understand texts and articulate themselves clearly. Whilst students will learn the meanings of most words indirectly, through everyday experiences with oral and written language, other words are learned through carefully designed instruction. These are the words we are focusing on through our Tier 2 vocabulary lists in English, but also the words that we expect faculties to teach explicitly through the Word Map. Word maps are used to explore word etymology as well as make connections with other words with the same root.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>● <a href="#">Reading Between the Lines: the Benefits of Reading for Pleasure</a></li> <li>● <a href="#">"It's no exaggeration to say that reading can transform British society..."</a></li> <li>● <a href="#">Department for Education</a></li> <li>● <a href="#">Closing the Reading Gap : Quigley, Alex: Amazon.co.uk: Books</a></li> <li>● <a href="#">Disciplinary Reading</a></li> <li>● <a href="#">Effective Professional Development   EEF</a></li> <li>● <a href="#">Closing The Word Gap Report</a></li> <li>● <a href="#">Closing the Vocabulary Gap: Amazon.co.uk: Quigley, Alex: 9781138080683: Books</a></li> <li>● <a href="#">Bringing Words to Life: Robust Vocabulary Instruction: Amazon.co.uk: Beck, Isabel L., McKeown, Margaret G., Kucan, Linda, Pikulski, John J., Silverman, Rebecca D.: 8601405872920: Books</a></li> <li>● <a href="#">Vocab maps and Tune In and Turn Up maps</a></li> </ul>	<p>2 &amp; 3</p>

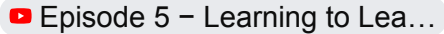
<p>Further develop students literacy through the use of <b>Accelerated Reader</b> to diagnose gaps and target intervention. Accelerated Reader is a targeted reading program that is designed to assess, support and improve students' reading abilities in Key Stage 3. The last 2 academic cohorts 2019/20 and 2020/21 have entered our school below age related expectations. Our aim is to move them to be at least in line with this by the end of Key Stage 3. Our library service level agreement with Hampshire also supports this element of the strategy.</p> <p>All staff have received training and release time to develop and implement these approaches within their faculty teams.</p>	<ul style="list-style-type: none"> <li>• <a href="#">EEF Research Here</a></li> <li>• <a href="#">Accelerated Reader evidence here</a></li> </ul>	
<p><b>Enhance and embed approaches to support students numeracy development across the school:</b> All teachers have been given a liaison to work with on maths content in their subject. Including re-arranging schemes/teaching to staff on consistent methods. The aim is to see teachers trained in the importance of key numeracy skills and not using quick tricks to make answers.</p> <p>The Maths curriculum has been populated within the scheme of learning with reasoning resources from primary. The scheme of learning for the Learning Dojo has also been rewritten to focus on the development of students who are working at below Y4 level. This also addresses issues that emerged from the Core Catch Up Assessments.</p> <p>We are also hosting termly workshops for parents to get involved in helping their child with literacy and numeracy. They are taught to change how they speak about maths, and also how they can assist with fluency of maths skills, including around the home. As well as teaching parents basic skills required, based on their child's scheme of learning. Building parents confidence in how they talk about maths, as well as giving them the tools to help with maths homework.</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: <a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>	2 & 3
<p><b>Remote Learning:</b> During the pandemic students experienced increased mental health needs particularly around anxiety. We therefore seek to further develop and enhance our remote learning</p>	<p>Our evidence identifies that students who are unable to access in-school provision for a range of reasons have accessed our online remote provision. Our Behaviour,</p>	1, 2, 4 & 5

<p>offer for students struggling to access mainstream in school provision.</p> <p>Staff are timetabled to deliver lessons and also record lessons for those students that prefer to access the provision in this way.</p> <p>Whilst this provision is available to all students there are a number of disadvantaged students accessing this provision.</p>	<p>Inclusion and Mental Health Lead monitors and evaluates this provision providing fortnightly feedback to SLT.</p> <p>In the 2020/21 academic year, 30 students accessed this provision. Student feedback has been utilised to develop the provision further.</p>	
<p>We are currently in the process of embedding the Crestwood Learning Cycle (CLC) to ensure an integrated approach that meets the learning needs of all of our students. Through quality first teaching, a wide range of support and intervention strategies ensure that no child should be left behind. The Teaching and Learning Research Group have been deployed to work within their faculties to define and exemplify what the CLC looks like in their area. The areas we are specifically focusing on are practice, apply in a novel context and review and reflect in order to raise the level of challenge across the school. It is within the review and reflect segments that metacognitive strategies are becoming more widely used, helping all of our students to self regulate and move towards independence.</p> <p>The LORIC strategy is the vehicle we use to develop student's Character for Learning. Soft skills and employability skills are taught explicitly through the PDL programme. Perhaps more importantly, opportunities for students to exercise and develop these skills have been created through the Student Ambassador programmes. We currently have a wide range of Ambassadors groups including: Sports, Cyber, Well-Being, Community, Equality and the School Council. A large number of students are involved and are working collaboratively on School Improvement.</p>	<p>Disadvantage 'deep dive' incorporating lesson observations, book scrutiny and student voice recognises the impact of the CLC and LORIC on our disadvantaged students.</p> <p><a href="#">Crestwood Learning Cycle</a>  <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2 &amp; 3</p> <p>4</p>

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

Budgeted cost: £53,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tutoring</b> beyond lessons supports students whose education has been most significantly impacted by the pandemic through a range of tuition, mentoring and school led tutoring. Whilst this is open to targeting all students, our disadvantaged students are prioritised and form a major part of the cohort being tutored. Students are identified from data analysis to establish key students. This is underpinned by our Progress Intervention Plans (PIPs) that each faculty utilises to monitor student performance, evaluate the impact of teaching, identify further intervention needed and evaluate its impact. Disadvantaged students are a priority focus group within this process.</p> <p>From the cohort of students being tutored across a range of programmes in Key Stage 4, 57% are disadvantaged students.</p> <ul style="list-style-type: none"> <li>• NTP: This initiative was set up by the government to provide catch up following periods of schooling which might have been missed as a result of national and local lockdowns.</li> <li>• Post-16 Students: We have x-students peer tutoring current Year 11 students across the core subjects. Tutoring sessions are a mix of virtual and face to face sessions.</li> <li>• Our School Led Tutoring programme currently focuses on core catch up too. The Progress Team works with Core Achievement Leaders to identify key students who would benefit from 1:1 or small group provision to boost their English Maths and Science. This provision also includes 1:1 English support for key students across all years. <b>NB. This element is funded through a separate ring fenced budget.</b></li> <li>• The school operates a bespoke provision called ASPIRE that caters for students at risk of exclusion and also those that may have anxiety around mainstream lessons. Students receive 1:1 tuition from the ASPIRE Lead and Subject teachers with the aim of working with</li> </ul>	<p>All tutoring programmes are evaluated through the schools Intervention and Disadvantaged Report which is reviewed by SLT and the Governing Body. The school only funds activities that have a proven track record of impact on students progress. Ongoing monitoring of academic progress data evaluates and identifies the positive impact of our tutoring programmes on student progress and outcomes.</p> <p>Ongoing monitoring of student progress with our Achievement Leaders (ALs) also identifies key students at risk of underachieving. Our disadvantaged students are a focus group for part of this ongoing monitoring and subsequent intervention. P8 scores within the PIPs are monitored with ALs developing packages of intervention with the Progress Team.</p> <p>NTP: <a href="https://nationaltutoring.org.uk">https://nationaltutoring.org.uk</a></p> <p>In addition to our own school based evidence, tuition is also identified nationally as targeting specific needs and knowledge gaps which can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 &amp; 3</p>

<p>students to reintegrate them back into classroom based lessons. In the academic year 2020/21 57% of our ASPIRE students are disadvantaged students.</p> <p>The school led tutoring programme is developing and growing and responsive to data analysis. At the time of writing we are launching our Key Stage 3 literacy tutoring which sees 36% of the students being tutored from our disadvantaged cohort. This is broadly in line with the proportion of disadvantaged students from our KS3 cohort.</p>	<p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>At Key Stage 4, review of GCSE performance for our students identified that an alternative offer was needed to support students achieving a full spread of GCSE or equivalent qualifications. It identified that there was a cohort of students that would benefit from accessing an alternative curriculum offer. In the 2020/21 academic year an ASDAN qualification was introduced.</p> <p>Analysis of our performance data confirms the impact of the course on the outcomes of disadvantaged students. At the time of writing disadvantaged students make up 62.5% of the cohort studying ASDAN.</p>	<p>Analysis of our Progress 8 data identifies the wider impact of the ASDAN course on students overall progress 8 scores.</p> <p><a href="#">ASDAN Evidence</a></p>	2 & 5
<p>Our school utilises app based technology to consolidate, extend and diagnose knowledge gaps for our students at Key Stage 4. Within English and Science, the team utilise the Tassomai app focuses on regular daily retrieval of knowledge, which in turn slows the "forget" curve. With research proving that students learn and retain more when they concentrate for short periods a day, Tassomai has provided a platform to test student knowledge in an interleaving manner with appropriate spacing. The Maths faculty utilise the PiXL app which is a student focused diagnostic web and app based software that allows teachers and students to focus on strengths and weaknesses. The app embeds diagnostic assessment to individual question level analysis for students. It provides therapy for electronic assessments and feed forward activities for students to practice and enhance skills and knowledge in a targeted and focussed way. The app is responsive and adapts as students address areas of weakness in their Maths.</p> <p><b>PIXL maths for KS3 &amp; MyMaths:</b> We are now rolling out the PIXL mental maths app for KS3,</p>	<p>Tassomai: Professor John Dunlovsky video</p> <p></p> <p>Tassomai Science Impact: <a href="#">here</a></p> <p><a href="#">Tassomai Impact</a></p> <p>Within Science and within the context of the disruption to exams caused by the pandemic, Disadvantaged students that were regular users of Tassmai achieved a P8 of over a third of a grade higher in 2020/21. The English team has started using Tassomai in the 2021/22 academic year.</p> <p><a href="#">Mymaths testimonials</a></p>	1, 2 & 5

which involves times table work and works on improving students numerical fluency. The school also subscribes to MyMaths to build numeracy through students' homework and independent learning.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £201,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a school, we maintain a commitment to the emotional support of all of our students. We have employed a <b>school-based counsellor</b> who is professionally qualified to work with young people. The pandemic has heightened the need for students to be able to access, explore and understand difficulties that they may be facing. All students, irrespective of background can access this provision. This is an ongoing commitment maintained by our school. As is a commitment to <b>enhanced levels of pastoral staffing</b> .	<a href="#">DFE_School_Based_Counselling</a>	4 & 5
Through our <b>breakfast club</b> we ensure that students have a safe and secure environment before school where they can have breakfast and interact with their peers and staff.	<a href="#">DFE_Evaluation</a>	1, 4 & 5
<b>SATRO Business Mentors</b> have been engaged to provide key students in Key Stage 4 with an adult who will act as a role model for them. Mentors have experience of the world of work, training and commerce which they utilise to support students with revision, raising aspirations, engaging more positively in school and developing communication and planning skills.	<a href="#">Why_SATRO?</a>  Analysis of our progress data identifies the impact that mentoring has on students' overall progress 8 scores.	2, 4 & 5
Provide <b>subject specific funding</b> for identified projects and activities that have a proven track record of impacting positively on student progress and outcomes.  Projects/bids are evaluated through an application process whereby Achievement Leaders must evidence direct impact on academic performance for disadvantaged students.  For example, the Maths team has funded calculators for all Year 11 and 10 AND for Years 7 - 9 for all disadvantaged students. Our own research confirms that students become more	All subject specific funding is evidence base and the impact is evaluated and captured within the schools Intervention Report. Only strategies/activities that have a clear and demonstrable impact on the outcomes for our disadvantaged students are funded.	1 & 2

familiar with their own calculator which supports them in Maths lessons and also in their GCSEs.		
For three nights a week, our school operates a late night study provision to provide students with a safe environment for them to undertake coursework and revision. Students can access ICT equipment and also staff offer targeted intervention sessions as part of our Place to Learn provision. All Key Stage 4 students can access this provision however, our student evaluation identifies how beneficial having this is for our disadvantaged students.	School based student evaluations are undertaken termly.	1, 2 4 & 5
Contingency fund to support financial assistance for our disadvantaged students for academic trips, uniform, food and transport.	Based on our experience and within the context of the size of our disadvantaged cohort, we have identified the need to set aside a small amount of funding that can be responsive to needs that may not be known but arise.	1
Our Attendance Officer is a key member of staff who works with the SLT and our Year Leaders to promote positive attendance across the school. There is a direct link between positive attendance and student outcomes.	<a href="#">DFE_Improving_Attendance</a>	5

**Total budgeted cost: £451,905**

## Pupil premium strategy outcomes

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

Our internal and verified Teacher Assessed Grades identified a positive progress 8 score for all students including our disadvantaged students. Our aim for our disadvantaged strategy had been to ensure that these students at least met expected progress. A progress 8 score of +0.16 for our disadvantaged students was secured. The gap between the progress 8 score of disadvantaged and non-disadvantaged students has also been on a closing trend for the last 3 years and is now at a level of -0.28.

There has been a significant closing of the gap between disadvantaged and non-disadvantaged students across the English and Maths threshold and for 5A\* - C including English and Maths and this is on a closing 3 year trend. Our attainment 8 score for disadvantaged and non-disadvantaged has significantly closed too to a gap of -5.89.

The gap between the attendance of disadvantaged students and the school is on a three year average of -2.31. The gap between disadvantaged and non-disadvantaged is 4.4%. Within the context of the pandemic the average attendance for disadvantaged attendance is 87% however, there was a significant increase in the 2020-21 academic year. Within this context, the pandemic has led to 63% of our referrals to pastoral support being for our disadvantaged students. Attendance continues to be a focus for our school as we target reducing this gap further and we work with our disadvantaged students to unpick issues raised through the pandemic.

The increase in the number of pastoral referrals from our disadvantaged students through the pandemic highlights a need for a continued focus on the support strategies that our school utilises hence they remain a focus in our current plan.



## Externally provided programmes

Programme	Provider
Accelerated Reader in Key Stage 3	Renaissance Place
Core Assessment Tests in Year 7	GL Assessment
Reading and Spelling Tests <ul style="list-style-type: none"> <li>• WRAT 5</li> <li>• NGST</li> <li>• Access Reading Test</li> </ul>	Pearsons GL Assessment Hodder Education
Ctopp Processing Test	Pearson
WIATT II Test	Pearson
CAT Tests (Testwise)	GL Assessment
Dyslexia Screener	GL Assessment
Tassomai (English and Science)	Tassomai
PiXL school subscription which includes the PiXL Maths app	PiXL

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We utilise part of the Pupil Premium funding to support enhanced pastoral staffing and also to offer a school based counsellor that students can access or be referred to. This provision is available for all students. Through 'check-ins' with students eligible for the service pupil premium, our pastoral staff evaluate whether additional support/resources are needed.
What was the impact of that spending on service pupil premium eligible pupils?	Wellbeing of service pupil premium students was monitored and support offered on an individual basis when needed.

## Further information (optional)

The progress of our disadvantaged students is monitored through our Progress Intervention Plans (PIPs). Each faculty has a PIP for each subject that is used to analyse data and performance and to review individual students' performance. Our disadvantaged students are a key group that is discussed with subjects identifying intervention to address student underperformance. These are reviewed throughout the year on an ongoing basis in response to the latest data collected during each academic year. Our HIAS School Improvement Partner and our PiXL Associate have commended this approach to maximising student progress and outcomes.