

The John of Gaunt pupil premium strategy statement

This statement details our school's use of pupil premium [PP] (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.

The document will be shared at SLT meetings and after significant events such as a recent review or external inspection. The Strategic Leadership Team (SLT) and middle leaders will be informed if immediate revision of strategies are required.

Overview of The John of Gaunt School

Detail	Data
Number of pupils in school	1199
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Skipp, Headteacher
Pupil premium lead	Ben Rhodes, Deputy Headteacher
Governor / Trustee lead	Andrew Hawkins, Pupil Premium link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240, 000
Recovery premium funding allocation this academic year	£38, 209
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A
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	£278, 209

Background information

The proportion of The John of Gaunt whole school cohort that is eligible for PP funding fluctuates around 27%. This is in-line with the national figure but greater than Wiltshire's average of 13%. This year 24% of our students are PP, with 15% of students in Wiltshire in receipt of PP funding. However, these numbers are rising following the unsettled times of the pandemic.

In 2015 and 2019, The John of Gaunt School was judged to serve Wiltshire's area with the highest index level of multiple deprivation factors and within the most deprived national decile of LSOAs (Lower-layer Super Output Areas) [English Indices of Deprivation 2019: Wiltshire Report].

The last two years have been extra-ordinary. Centre Assessed Grades and the proceeding Teacher Assessed Grades were not measured or compared nationally, however, we feel are confident that our trend of improving P8 for PP and non-PP has continued. In 2019, we were in-line with the national average and we believe we would have exceeded this in 2021 for both groups.

In 2019/20 the attendance of disadvantaged students had improved to better than the national average. At the time of writing we remain above national average, using the data sources available to us.

Part A: Pupil premium strategy plan

Statement of intent

We are determined to provide all of our students the opportunities to be involved in a broad range of experiences, to access all possible learning activities and resources and be able to achieve the results required to study at university or have a career in a highly skilled occupation. Our aim is to have no attainment or progress gap between disadvantaged students of all ability levels and their peers.

We plan our allocation of the additional funding in an attempt to maximise the impact on all our disadvantaged students dependent on their needs and desires. We use evidenced-based research from leading educationalists and educational groups such as John Hattie, Sir John Dunford, Ofsted, DfE, the Sutton Trust, the Education Endowment Foundation (EEF) toolkit and the PPR guide (Spring 2016) to inform our decision making. A varied range of data from internal and external sources are scrutinised and we also take into consideration the views of teaching staff, leadership teams, the students and the families that we serve.

Our strategies vary from individual support to whole-school initiatives that may have a positive effect on closing the attainment gap, including those disadvantaged students who are deemed to be more able. We understand that fundamentally, the most effective action the school can take is to provide high quality Teaching and Learning (T&L). Being a 'Talk for Writing (TfW) training school demonstrates our commitment to pedagogy. Considerable effort by all staff is placed on ensuring the experience and guidance students receive in the classroom is highly effective and this includes positive discrimination in planning, delivery of lessons and feedback provided to our disadvantaged students who may not be able to access the same amount of support and provision outside of school compared to their peers. Training is provided to increase the awareness of the support these disadvantaged students require and how these pedagogical strategies can be implemented.

Our recovery strategy has a whole-school approach, however, there is a strong focus towards our disadvantaged students. Key strands are based around timetabling specific KS3 literacy and numeracy groups below expected national standards, specific in-house academic tutors and targeted support through the NTP programme.

The funds allocated for this group are distributed in a way that each child has the equipment and resources required to access the curriculum, to feel and believe they are on an equal standing with their peers and they are as aspirational as their peers about their future pathways. The school has a Pupil Premium funding plan that clearly lays out how the additional funds are used, the aims of the strategies, the impact made and the next steps the school needs to make to either ensure positive outcomes or enhance the progress made to that point.

Challenges

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

Challenge number	Detail of challenge	Evidence					
1	<p>Chronological reading age and comprehension levels on entry:</p> <p><i>There is a trend of whole-school KS2 prior attainment scores being below national average. As a group, disadvantaged students, in particular boys, starting at JoG, consistently enter Yr7 with reading ages below their non-disadvantaged peers. This year's cohort is weaker than previous years.</i></p>	Year	% on/above chronological age	% below age 10	% below age 8	% below age 6	
		2018/19	72	10	9	2	
		2019/20	63	9	5	1	
		2020/21	73	13	7	3	
		2021/22	64	24	5	5	
2	<p>Quantitative reasoning abilities of students in Yr7 & 8:</p> <p><i>This year's Yr7 & 8 cohort's CAT4 scores in all four areas are below national average, in particular boys and in particular quantitative (or numerical) reasoning for Yr 7 and Spatial (thinking with shape and space) in Yr8. Disadvantaged students' scores are generally lower than their non-disadvantaged peers.</i></p>	YR7 (%)	Very low	Below average	Average	Above average	Very high
		National Ave (all)	4	19	54	19	4
		Verbal (PP)	14	36	41	10	0
		Quantitative (PP)	5	48	45	2	0
		Non-verbal (PP)	9	36	54	0	0
		Spatial (PP)	9	32	48	9	2
		YR8 (%)	Very low	Below average	Average	Above average	Very high
		National Ave (all)	4	19	54	19	4
		Verbal (PP)	4	23	58	14	3
		Quantitative (PP)	5	23	55	15	2
		Non-verbal (PP)	5	24	56	14	3
		Spatial (PP)	6	31	51	11	2
		3	<p>Attendance and persistent absence levels below non-disadvantaged levels:</p>	<ul style="list-style-type: none"> • 2018/19 PP attendance 93.7% (National 92.5%) • 2019/20 [Sept-March (lockdown 1 commenced)] 92.53% • Absence % higher than previous years but below national 			

	<i>Pre-lockdown our disadvantaged attendance was better than national. However, our disadvantaged students have been affected more by the pandemic than their non-disadvantaged peers, particularly Persistent Absence [PA]. Anxiety over school work, social interaction and well-being are key factors along with an increase in domestic challenges.</i>	<ul style="list-style-type: none"> • PA % higher than previous years but below national • 30% of the disadvantaged students participating in the questionnaire [Nov '21] stated they have bad feelings about going to school on a weekly basis. • 20% of the disadvantaged students participating in the questionnaire [Nov '21] stated they have missed school due to arguments with friends/other students. • Mental health & attendance a key concern, post-lockdowns, raised from staff voice [Nov '21] 		
4	<p>Increasing internal gap in the rate of progress: <i>Although there is a trend of increasing PP P8 scores, the gap between PP and non-PP has increased in recent years. Our T&L strategies are having a positive affect [student voice data] but not with the same rate of impact for disadvantaged students compared to their non-disadvantaged peers. This is a key concern raised from staff voice [Nov '21] & SLT voice [Nov '21].</i></p>	Year	Disadvantaged P8	Whole-school P8
		2016	-0.86	-0.28
		2017	-0.49	-0.08
		2018	-0.49	-0.16
		2019	-0.29	-0.04
		2020	0.00 (CAG)	+0.41 (CAG)
		2021	+0.17 (TAG)	+0.71 (TAG)
5	<p>Metacognition: <i>Our observations through DDIs, learning walks and student voice across the school indicate that many of our middle and lower ability, disadvantaged students, particularly boys, lack the skills and attitude to take ownership of their learning.</i></p>	<ul style="list-style-type: none"> • 20% of the disadvantaged students participating in the questionnaire [Nov '21] stated they didn't know how to make progress in their lessons • Bi-termly, whole-school DDI findings highlight that many students, particularly boys and the disadvantaged, find it challenging to articulate the approaches they need to take to develop their skills and knowledge 		
6	<p>Reviewing the curriculum offer: <i>Students are engaged by subjects that demand physical challenges as well as cognitive. The number of disadvantaged students opting for languages negatively impacts on the number of PP students gaining the ebacc.</i></p> <p><i>Non-specialists deliver/support this programme, along with English TAs and HLTA. Continued monitoring of the impact of the Yr7 & 8 literacy/numeracy course along with attempting to</i></p>	<p>Student voice feedback [questionnaire Nov '21] it's preference of practical subjects across all year groups [65% of disadvantaged student subject nominations].</p> <p>Ebacc slots filled average: Leavers (2020/21): 2.56 Yr11 (2021/22): 2.91 Yr11 (2022/23): 2.59</p> <p>Timetabling of staff available</p>		

	<p><i>support the lessons with the newly appointed maths HLTA is required.</i></p> <p><i>Regular appraisal, including staff, student and parental voice of the Yr11 Period 6 programme and its impact is required.</i></p>	<ul style="list-style-type: none"> • There is a high attendance rate to the YR11 Period 6 that matches lessons during the normal school day. • P8 table populated in Challenge 4 row above 			
7	<p>A significant number of our disadvantaged students present a lack of ambition, vision or comprehension of the possibilities in higher education that will positively impact on their future careers and life outside of education.</p> <p>The percentage of cohort of non-disadvantaged students continuing into P16 education at JoG and onto university is greater than their disadvantaged peers.</p>	<ul style="list-style-type: none"> • 23% of the disadvantaged students participating in the questionnaire [Nov '21] stated they do not have any goals or future career aspirations they are working towards • 60% of the disadvantaged students participating in the questionnaire [Nov '21] stated that none of their families had attended university or they did not know if they had attended • Disadvantaged students lack of aspirations is one of the key issues highlighted in staff voice [Nov '21] & SLT voice [Nov '21] 			
			2018/19	2019/20	2020/21
Total Number of non-PP Year 13 Students who completed sixth form (number of students in the Yr11 cohort) [% of students continuing with P16]		61 (161) [38%]	47 (159) [30%]	42 (137) [31%]	
Total Number PP Students who completed sixth form (number of PP students in the Yr11 cohort) [% of PP students continuing with P16]		9 (46) [20%]	8 (42) [19%]	3 (52) [6%]	
Number of non-PP Year 13 Students who applied for Uni [% of cohort applied for Uni]		45 [74%]	40 [85%]	30 [71%]	
Number of PP Students who applied to Uni [% of PP cohort applied for Uni]		7 [77%]	7 [88%]	3 [100%]	

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 (aspirational)
<p>The number of disadvantaged students with below expected chronological reading age scores reduces by the end of KS3. Comprehension increases with students' improving ability to decode and read fluently allowing full access to the KS4 curriculum.</p> <p>Students will also be able to read more text for a longer period whilst retaining understanding.</p> <p>Students exempt from reaching expected reading ages will be those with identified SEND but there will be rapid progress.</p>	<ul style="list-style-type: none"> • 90-95% of Yr 7 disadvantaged students are reading at nationally expected reading ages by the end of KS3 (2022/23) • 92-98% of Yr 7 disadvantaged students are reading at nationally expected reading ages by the end of KS3 (2023/24)
<p>CAT 4 scores abilities improve for Yrs 7 & 8 cohorts to above national expected percentages.</p>	<ul style="list-style-type: none"> • Yr7: 91% of students have average scores or above by the end of Yr8 (July 2022) • Yr7: 95% of students have average scores or above by the end of Yr8 (July 2023)
<p>Disadvantaged attendance is sustained at above national disadvantaged student levels and then improves to at or above overall expected national levels as the impact of Covid reduces. Persistent absence reduces over time.</p>	<ul style="list-style-type: none"> • The • 2021/22 above national disadvantaged levels (at least 90%) • 2022/23 above national disadvantaged levels (at least 93.7%) • 2023/24 above national overall expected levels (at least 95%)
<p>The P8 gap closes to 0 by 2023 whilst maintaining an overall whole-school and P8 of 0 or better.</p>	<ul style="list-style-type: none"> • 2021/22 PP P8 at 0 to better • 2022/23 PP P8 at 0 or better and the gap between PP and non-PP is less than 0.5 • 2023/24 PP P8 is better than 0 and the gap between PP and non-PP is 0
<p>More disadvantaged students are selecting to continue with a language at KS4.</p>	<ul style="list-style-type: none"> • Ebacc slots filled increases to an average of 3 by the start of 2023/24 • 2023/24 KS4 languages numbers increase from 2021/22 figures and gap closes: <ul style="list-style-type: none"> • Yr11: % of all students 40% / % of non-PP 39% / % of PP 45% / Gap +6% • Yr10: % of all students 32% / % of non-PP 36% / % of PP 22% / Gap -14%

<p>New practical-based start-up subjects numbers increase.</p> <p>Further potential courses are delivered or existing subject areas review and alter the courses they are delivering.</p>	<ul style="list-style-type: none"> • Textiles and photography have numbers greater than: <ul style="list-style-type: none"> • 20 in 2022/23 Yr10 cohort • 25 in 2023/24 Yr10 cohort • Courses are explored and introduced where feasible and appropriate. • Student, staff and parental voice illustrates contentment with the offer
<p>Greater percentage of students remain at JoG to study at Post 16</p> <p>Greater number of disadvantaged students leave JoG and continue studies at undergraduate level</p>	<ul style="list-style-type: none"> • The percentage of the disadvantaged student cohort selecting to study A levels at JoG increases above 20% is sustained over the 3 year plan and beyond.

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: £ 139,987

Activity	Evidence that supports this approach	Challenge number(s) addressed	SIP links
<p>Literacy & numeracy lessons to support students with reading ages under expected chronological age (small groups timetabled and embedded within the MFL programme). Increased teaching staff and HLTAs</p>	<p>EEF toolkit: Oral language interventions - <i>Very high impact for very low cost based on extensive evidence +6 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group tuition - <i>Moderate impact for low cost based on moderate evidence +4 months</i></p>	<p>1,2,4</p>	<p>2.6 / 2.7</p>

<p>[Continued]</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Collaborative learning approaches - <i>High impact for very low cost based on limited evidence +5 months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Recommendation 7: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>		
<p>Talk for Writing (TfW): continued whole-school CPD and delivery, alongside the principles of Rosenshine, TfW embedded into JoG (pedagogical) essentials. Now a TfW teaching school.</p> <p>[Continued]</p>	<p>EEF toolkit:</p> <p>Oral language interventions - <i>Very high impact for very low cost based on extensive evidence +6 months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Metacognition and self-regulation - <i>Very high impact for very low cost based on extensive evidence +7 months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Feedback - <i>Very high impact for very low cost based on extensive evidence +6 months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Recommendation 1, 2, 4 & 5: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1,2,4,5</p>	<p>4.2 / 4.3 / 4.7</p>
<p>GEM Learning Cycles: continued whole-school CPD & delivery intertwined with TfW, Key Performance Indicators assessment and specific timetabled time for mastery following feedback</p> <p>[Continued]</p>	<p>Feedback - <i>Very high impact for very low cost based on extensive evidence +6 months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Mastery learning - <i>High impact for very low cost based on limited evidence +5 months</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,2,4,5</p>	<p>2.4 / 2.7 / 3.1 / 3.2 / 4.5</p>

<p>Reciprocal reading programme. Lessons staffed and scheduled into Yr7 & 8 timetable [New format – moving from Accelerated Reader following appraisal]</p>	<p>Oral language interventions - <i>Very high impact for very low cost based on extensive evidence +6 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Recommendation 7: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1,4</p>	<p>2.6 / 3.1 / 3.2</p>
<p>Tutor time: KS3 Literary canon – reading every day. Tier 2 vocab quizzes</p>	<p>Oral language interventions - <i>Very high impact for very low cost based on extensive evidence +6 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Recommendation 3: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 4</p>	<p>2.1</p>
<p>Yr11 Period 6, extended timetable [Continued]</p>	<p>PP P8 2019 – 2021: improvement of +0.46</p> <p>Programmes that extend school time have a positive impact on average, they should meet pupils' needs and build on their capabilities. The programme should have a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>EEF Toolkit: Extended school time - <i>Moderate impact for moderate cost based on limited evidence +3 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>4</p>	<p>2.2</p>

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

Budgeted cost: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	SIP links
Purchase of CAT4 tests for diagnostic testing [New]	<p>Standardised diagnostic testing can provide reliable insights into specific strengths and weaknesses of each student, especially with the lack of KS2 SATs information. These will ensure students receive the correct additional support through group placement, interventions and teacher instruction.</p> <p>EEF Guide to the pupil premium (Autumn 2021) https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Supporting the attainment of disadvantaged pupils, DfE (Nov. 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1, 2	2.3
1:1 and 3:1 subject-specific tutoring after school delivered by teachers [New format – not using external provider as last year but existing teaching staff]	<p>Internal tracking point data used following mock examinations and GEM assessments ensure 'live' information and dynamic response to provide the intensive subject-specific support, outside of school hours, where needed.</p> <p>Supporting all students (including disadvantaged) demonstrating learning to learn and revision techniques within the course coverage. Students have started to become familiar with the approaches to be able to use them across various subjects.</p> <p>EEF Toolkit: <i>1:1 tuition - High impact for moderate cost based on moderate evidence +5 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p><i>Small group tuition - Moderate impact for low cost based on moderate evidence + 4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching a broad and balanced curriculum for education recovery, DfE (June '21) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p> <p><i>Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence +7 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,4	2.4 / 2.7

<p>1x KS3 / 2x KS4 PP / 1x KS5 academic tutors employed full time to support mainly disadvantaged students.</p> <p>This is NOT pastoral support [Expansion – additional tutor]</p>	<p>Internal tracking point data used following mock examinations and GEM assessments ensure 'live' information and dynamic response to provide the intensive support, during school hours, extracted out of specific lessons, where needed.</p> <p>The support for our disadvantaged students to develop learning to learn and revision skills to be able to take control of their independent studies by knowing how to start, believe they can do it and not putting off starting has shown impact in improved positive attitudes towards learning and revision. Tutors model the approaches with the students using curriculum content provided by subject teachers, they can articulate what to do to various levels.</p> <p>Recent internal impact: PP P8: 2016 – 2021 improvement of +1.04</p> <p>100% of student voice stated that the sessions were valuable on a learning level and well-being/motivational level.</p> <p>EEF Toolkit: 1:1 tuition - <i>High impact for moderate cost based on moderate evidence +5 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition - <i>Moderate impact for low cost based on moderate evidence + 4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Metacognition and self-regulation - <i>Very high impact for very low cost based on extensive evidence +7 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,4,6</p>	<p>2.2 / 2.4 / 2.7</p>
<p>2 x HLTAs in core subjects & Over-staffing in core subjects</p> <ul style="list-style-type: none"> • KS3 & 4 Intervention work • Timetabled for Yr7&8 Lit/num classes <p>[Continued]</p>	<p>Internal reading data showing PP progress from under to on/above chronological age in Yr7 (% of PP cohort)</p> <p>2018/19: +12% 2019/20: +46% 2020/21: +16%</p> <p>PP P8 2016 – 2021: <i>improvement of +1.04</i></p> <p>Small group tuition - <i>Moderate impact for low cost based on moderate evidence + 4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Standardised diagnostic testing has provided reliable insights into specific strengths and weaknesses of each of our students, especially with the lack of KS2 SATs information. The data has ensured students will receive the correct additional support through group placement, interventions and teacher instruction.</p>	<p>1,2,4,5</p>	<p>2.2 / 2.4 / 2.6</p>

	<p>Targeted deployment, to deliver our intervention to small groups or individuals has had a high impact for many disadvantaged and non-PP students.</p> <p>EEF Toolkit: Teaching Assistant Interventions - <i>Moderate impact for moderate cost based on moderate evidence</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tuition - <i>Moderate impact for low cost based on moderate evidence + 4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>		
P16 peer reading buddies - tutor time programme with Yr7 [Re-introduction post Covid]	<p>Peer tutoring has had a positive impact on both tutors and tutees (in particular PP) in the past. Training for P16 peers has been an essential part of the programme to provide the envisaged structure.</p> <p>EEF Toolkit: Peer tutoring - <i>High impact for very low cost based on extensive evidence +5 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>Oral interventions - <i>Very high impact for very low cost based on extensive evidence +6 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1	
Pet-Xi maths intense revision tutoring sessions during Easter break [Continued]	<p>Previous small group tuition has been targeted at students' specific needs. Diagnostic assessment through tracking, mocks and end of unit exit tests will continue to be used to assess the best way to target support. Student attendance and student voice, including the disadvantaged, demonstrates the positive impact and value placed on this programme.</p> <p>EEF Toolkit: Small group tuition - <i>Moderate impact for low cost based on moderate evidence + 4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Collaborative learning approaches - <i>High impact for very low cost based on limited evidence +5 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	4,5	2.2 / 2.7
Revision classes including during Easter break	<p>PP P8 2016 – 2021: <i>improvement of +1.04</i></p> <p>EEF Toolkit:</p>	4,5	2.2 / 2.7 / 2.10

[Continued]	<p>Small group tuition - <i>Moderate impact for low cost based on moderate evidence + 4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>1:1 tuition - <i>High impact for moderate cost based on moderate evidence +5 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>		
<p>Electronic revision platforms (Hegarty maths, Mathletics, Tassomai) [Expansion]</p>	<p>Subject staff use of these platforms are regular and broad across the school as lessons are planned for embedding learning purposes. Engagement with these platforms by students during independent study is regular due to their scheduled use for homework and Period 6 independent study sessions.</p> <p>EEF Toolkit: Individualised instruction: <i>Moderate impact for very low cost based on limited evidence +4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2,4	2.1 / 2.10

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

Budgeted cost: £ 67,222

Activity	Evidence that supports this approach	Challenge number(s) addressed	SIP links
Attendance officer (School based)	<p>Attendance improvement trend pre-Covid Data in Challenges table above A guide to absence statistics, DfE, 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/787314/Guide_to_absence_statistics_21032019.pdf</p>	3	1.1 / 1.2

	DfE Guidance: Improving school attendance: support for schools and local authorities https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities		
Targeted student morning pick-up service	Recent internal attendance reports and location analysis DfE Guidance: Improving school attendance: support for schools and local authorities https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3	
Parenting support workshops (delivered by an Educational Psychologist)	EEF Toolkit: Parental engagement - <i>Moderate impact for very low cost based on extensive evidence +4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3	1.4
Careers advisor (School based)	Staff & SLT voice - professional reflection and appraisal of student needs	7	
Brilliant Club	UCAS Analysis shows a 5-year trend that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment. Impact report 2019/20 https://thebrilliantclub.org/wp-content/uploads/2021/05/Annual-Impact-Report-2019-20.pdf	7	2.2, 2.4
Student development team member	Staff & SLT voice - professional reflection and appraisal of student needs EEF Toolkit: Behaviour interventions - <i>Moderate impact for low cost based on limited evidence +4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,7	
School counsellor	Staff & SLT voice - professional reflection and appraisal of student needs EEF Toolkit: Behaviour interventions - <i>Moderate impact for low cost based on limited evidence +4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,7	
Forest school	Attendance levels increased for target students. Behaviour points reduced for target students.	3	
Contingency fund	Regular parental and student voice requesting financial support for cultural experiences, learning resources, uniform, travel etc. Regular appreciation from parents/carers & students.	1,2,3,4,7	

Total budgeted cost: £ 278,209

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Please refer to our 2020/21 Pupil Premium & Service Premium Funding Strategy (including catch-up funding) document located on our website.

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
National Tutoring Programme	My Tutor
On-line maths platform for tutoring and QLA feedback	Hegarty maths
On-line revision platform, particularly for Science	Tassomai
On-line revision platform, particularly for languages	Quizlet
On-line revision platform for a range of subjects	Seneca
Reading support programme	Accelerated reader
Maths revisions sessions during Easter and May breaks	Pet-Xi

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Pastoral mentoring programme was offered to students on a 1:1 and small group basis provided by an external provider	8 sessions in total, each 2 hours in length. An initial block of 3 group meetings (sessions 1-3) then a one-to-one for each of them (session 4), followed by 3 more group meetings (session 5-7) and a final one-to-one (session 8). The one to ones were a chance to review and reflect and draw out any specific issues arising in the individual students
Financial support was provided for learning resources, extra-curricular activities and experiences	School trips, revision study guides, materials, stationary, laptops and calculators etc
What was the impact of that spending on service pupil premium eligible pupils?	Engagement and stronger working partnerships between school, students and parents

Further information (optional)