



# Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2023-24.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's (2022-23) spending of pupil premium had within our school. The majority of the interventions outlined are planned to stretch over the next three years.

## School Overview

Detail	Data
School name	King Edward VI Northfield School for Girls
Number of pupils in school	756
Proportion (%) of pupil premium eligible pupils	50.8% (384)
Date this statement was published	22 November 2023
Statement Authorised by	Lesley Brookes (Chair of Local Governing board)
Pupil Premium Lead	Marti Elliott
Governor Lead	Shared Responsibility

## Funding Overview

Detail	Amount
Pupil Premium Funding Allocation for this academic year	£396,006
Recovery premium funding for this academic year	N/A
School-Led Tutoring Grant	£26, 122.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)  To support Quality First Teaching (50%) To facilitate small group support (25%) To support wider school approaches (25%)	£0 – overspend covered from other budgets
Total budget for this academic year	£422,128.50
Three core areas of spending	Teaching: £319,298 Targeted Academic Support: 104,300 Wider Strategies: £160,000

## Part A: Pupil premium strategy plan

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### Statement of intent

At King Edward VI Northfield School for Girls our core aims are for all pupils to be Happy (resilient, able to enjoy learning and embrace opportunities), Safe (safeguarded effectively, educated to keep themselves and other safe), Aspirational and Successful (striving toward a successful career with good academic outcomes with secure pathways for post-16), Engaged (part of school-life and participating in extra-curricular) and good Citizens (aware of their rights and responsibilities in society and able to contribute to the wider community). In order to fulfil these and ensure that all pupils make strong progress, regardless of their backgrounds or the challenges they face, we plan to:

- Continue to prioritise high quality teaching as this is proven to have the greatest impact on improving outcomes for pupils from a disadvantaged background. It must be accepted therefore that it is our intention to also improve the attainment of our non-disadvantaged pupils alongside any improvements to their disadvantaged peers. We will therefore continue to ensure that disadvantaged pupils are challenged by the work that they are set;
- Track pupils carefully as they progress through our school and act early to intervene when it is needed;
- Continue to narrow the gap in outcomes within King Edward VI Northfield School for Girls and when compared to national data and our so that our students in receipt of Pupil Premium achieve equally to those from more affluent backgrounds;
- To ensure that PP funding is allocated broadly based on the EEF 3-part model with 50% directed at supporting Quality First Teaching; 25% on small group or individual support; and 25% on wider school approaches;
- Support our students in receipt of Pupil Premium who enter the school with a reading age that proves a barrier to learning so that they can access the curriculum;
- Continue to improve and develop our transition strategies, (both KS2 to 3 and post-16) to maximise the potential of all students.
- Ensure that despite around 20% of our teachers being on maternity leave in in 2023-23, in a time of increasing teacher shortages [nationally](#), we recruit sufficient specialist teaching staff to ensure all pupils continue to be taught by a subject specialist.

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## Challenges

This details the key challenges to achievement that we have identified among our students. The first section contains the data with commentary showing how our students in receipt of Pupil Premium compare with the rest of our cohort.

Turves Green Girls' School compared favourably with similar schools with TGGs scoring a higher P8 score for our Pupil Premium pupils than the vast majority of similar schools (-0.02), and significantly higher than the P8 score of PP pupils nationally (all or girls), regardless of ethnicity.

The gap in progress between PP and non-PP pupils in 2019 was relatively small. Where our PP pupils scored a Progress 8 of -0.38 in 2022 and -0.43 in 2023 and nationally PP pupils scored -0.56 (2022) shows that, in common with the national picture, the challenge has been sharpened significantly by the pandemic.

Outcomes over time

	2019 P8	2019 A8	2019 4+ E+M	201 9 5+ E+M	2022 P8	2022 A8	2022 4+ E+M	2022 5+ E+M	2023 P8	2023 A8	2023 4+ E+M	2023 5+ E+M
TGGS / NSG Non- Pupil Premium	0.05	46.23	65%	59%	0.06	51.60	81.4%	51.4%	0.15	51.66	77.7%	63%
National Non- Pupil Premium	0.13	50.30	72%	50%	0.15	52.6	75.9	56.8				
TGGS / NSG Pupil Premium	-0.02	38.67	61%	30%	-0.39	40.43	55%	36%	-0.43	34.29	49.2%	29.6%
National Pupil Premium	-0.45	36.68	45%	25%	-0.55	37.5	48.2	29.5				

Pupil Premium Pupils	2016-17			2017-18			2018-19			2021-22			2022-23		
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
Progress 8	-0.08	-0.13	-0.02	-0.07	-0.31	0.17	0.02	-0.02	0.05	-0.15	-0.39	0.06	-0.16	-0.39	0.08
In school difference		-0.11			-0.48			-0.07			-0.45			-0.47	
Diff. from Nat. Av. (all)	-0.03	-0.1		-0.02	-0.29		-0.03	0.1		-0.03	-0.36				
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
Attainment 8	41	40.03	42.35	43.48	37.25	48.98	42.66	38.67	46.23	45.99	40.42	51.60	42.33	34.34	50.76
In school difference		-2.32			-11.73			-7.56			-11.18			-16.42	
Diff. from Nat. Av. (all)	46.29	-6.26		46.53	-9.28		46.69	-8.02		48.77	8.35				
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
English & Maths Grade 4/A*-C	53	53	54	63	46	79	63	61	65	73	55	81.4	55.7	39.5	72.6

In school difference		-1			-33			-4			-26.4				
Diff. from Nat. Av. (all)	64	-11		64	-1		65	-2						-33.1	
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
English & Maths Grade 5+	22	20	24	31	22	29	45	30	59	43	36	51.4	34.9	14.5	56.2
In school difference		-4			-7			-29			-15.4			-41.7	
Diff. from Nat. Av. (all)	43	-23		43	-21		43	-13		50	-14				
	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP	All	PP	Non-PP
Achieving the EBACC (4+)	5	6	4	10	7	13	18	9	27	27	19.4	32.9	25.5	11.8	39.7
In school difference		2			-6			-18			-13.5			27.9	
Diff. from Nat. Av. (all)	24	-18		24	-17		25	-16		27	-7.6				

## Reading Ages

Reading progress analysis 2022-23 shows that our updated Literacy strategy, and its implementation, has had a positive impact on pupils' reading progress at Key Stage 3 at Northfield School for Girls. This is evident across the age and ability range, with much of the greatest impact being for our Pupil Premium and SEND pupils. These groups' reading progress compares very favourably to national averages, particularly when the ongoing impact of Covid-19 is continuing to be felt and there is a widening national gap affecting disadvantaged pupils.

The Jump Start systematic synthetic phonics programme for a small cohort of year 7 pupils has continued to ensure the weakest readers make rapid progress, with 77% of this group making expected or higher progress. In 2022, we oversaw a successful handover of this teaching responsibility due to a staffing change in English and the pupils in this group continue to make consistently strong progress.

Following our external review of literacy and reading in July 2022, as well as monitoring during the 2023-23 academic year, our Literacy strategy has been updated again to reflect the best current practice and the wide range of additional literacy and reading interventions in the school. In 2022-23 these included, but were not limited to: our whole-key stage Guided Reading form time programme; improved programme of Library lessons within Key Stage 3 English curriculum time; phonics reading interventions in year 7 and years 8 and 9; reading mentors ('ARnties') for reluctant readers. Reading progress was monitored more rigorously to identify pupils for intervention by whole-school uptake of the NGRT (New group reading test), giving us a more comprehensive picture of reading progress.

For 2023-24, the successful strategy will continue to be implemented. In addition, we will be supporting our weakest readers in every year group with a new adaptive literacy intervention package, Lexia UK 'Power Up'; 150 licenses mean that nearly of fifth of the school can benefit. Following a small-group trial in summer 2023, where strong impact on reading progress was evident, the scaling up of this intervention is hoped to contribute to even greater progress for these pupils.

### Year 7 – Reading progress in 2022-23 academic year (September to June)

<b>Progress category</b>	<b>All pupils</b>	<b>Pupil Premium</b>	<b>Non-PP</b>
Much higher than expected	15%	13%	17%
Higher than expected	23%	17%	28%
Expected	42%	50%	35%
Below Expectation	20%	20%	20%

**Year 8 – Reading progress in 2022-23 academic year (September to June)**

<b>Progress category</b>	<b>All pupils</b>	<b>Pupil Premium</b>	<b>Non-PP</b>
Much higher than expected	16%	7%	18%
Higher than expected	22%	11%	32%
Expected	43%	51%	37%
Below Expectation	19%	31%	13%

**Year 9 – Reading progress in 2022-23 academic year (September to June)**

<b>Progress category</b>	<b>All pupils</b>	<b>Pupil Premium</b>	<b>Non-PP</b>
Much higher than expected	15%	15%	16%
Higher than expected	26%	16%	34%
Expected	37%	44%	32%
Below Expectation	22%	26%	18%



## Attendance

In all areas, PP students are lower than non-PP although the gaps have closed each year since the pandemic. While gains have been incremental, and a great deal remains to be done, the direction of travel, supported by strong systems and a clear ethos, are well established.

	2018-2019 All: 94.56%		2019-2020 All: 94%		2020-2021 All: 92.95%		2021-2022 All: 90.69%		2022-23 All: 90.7%		2023-Oct H/t All: 91.6%	
	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
Attendance	92.71%	95.88%	92.09%	95.59%	90.5%	95.23%	87.8%	93.36%	88.4%	93.2%	89.3%	93.9%
Gap	-3.17%		-3.5%		-4.73%		-5.56%		-4.8%		-4.6%	
Lates	2.98%	1.57%	3.48%	1.54%	2.8%	1.16%	4.17%	1.9%	6.3%	3.4%	5.5%	3.1
Gap	-1.41%		-1.94%		-1.64%		-2.27%		-2.9%		-2.4%	

### Pupil Groupings

Included to rule out the possibility that PP students gravitated towards lower groups during their time in NSG. The table below shows the spread of PP and non-PP pupils in Oct 2023 within English subject classes and clearly shows that there only very marginal correlation. Moreover, and importantly, the trend is one of PP pupils forming a higher proportion of higher teaching groups as they move through the school.

2023-24 Composition	7 (PP %: 47.3 )		8 (PP %: 46.7 )		9 (PP %: 48.3 )		10 (PP %: 45.6 )		11 (PP %: 49.7 )	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Top Set/s	49.1	50.9	47.6	52.4	37.5	62.5	45.8	54.2	42.3	57.7
Middle Set/s	64.1	35.9	50.0	50.0	50.0	50.0	41.5	58.5	36.2	63.8
Lower Set/s	73.8	26.2	67.8	32.2	62.5	37.5	58.6	41.4	56.3	43.7
MFL							48.1	51.9	39.5	60.5
Trip.Science							44.4	55.6	44.4	55.6
Comp.Sci							36.8	63.2	56.5	43.5

## Updated Challenges for 2023-24

Challenge number	Detail of challenge
1	To ensure that pupil premium progress and attainment continues to improve through superb teaching employing expert knowledge based upon a carefully sequenced curriculum and enhanced by meta-cognition strategies.
2	To continue to support PP students to ensure high rates of post-16 success and continue to reduce NEET figures.
3	To ensure that all PP students continue to have equal access to school visits and other enrichment activities.
4	To support all students in having access to additional resources whether provided directly by the school or external agencies.
5	To provide an individualised tutoring programme for students utilising the School-led tutoring grant and other interventions within school to enable them to overcome the challenges faced over the last couple of years. Evidence from various sources shows that many of our pupils were heavily impacted by the partial school closures resulting in pupils falling behind their expected levels of progress.
6	To continue to support the well-being of all of our students. We are seeing increased levels of social and emotional issues for our pupils, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams and the pressures of lockdown and the lack of enrichment opportunities that were available. External reports suggest that these challenges particularly affect pupils from a disadvantaged background to a great extent.
7	To build on and develop directed revision for pupil premium pupils, reflecting the greater challenges these children face in embedding knowledge outside of school.

## Updated Intended Outcomes and Success Criteria for 2023-24

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
Gap between PP and non-PP reduces in external GCSE data.	PP pupils reach a P8 of at least -0.2 in 2024.
Students from disadvantaged backgrounds improve their performance in core subject areas.	PP Pupils attain at least 55% 4+ English and Maths and 40% 5+ E+M.
Improved reading comprehension and ability among disadvantaged pupils enabling them to better access the full curriculum.	Our PP pupils generally enter school with lower reading ages than our non-PP pupils and are therefore at risk of not being equipped to access the full curriculum. We aim for 80% of our PP pupils to reach or exceed age-related expectations.
A vibrant range of enrichment and extra-curricular events open to all students.	All PP students continue to take part in a range of enrichment activities and extra-curricular events leading to greater awareness of the possibilities open to them to further promote their social mobility, with the target of 95% Pupil Premium pupils engaging in one or more educational visits, and Pupil Premium pupils attending an average of two extra-curricular clubs / booster per week.
Pupils from a disadvantaged background study the same rigorous and broad curriculum as others.	The percentage of Pupil Premium pupils undertaking MFL, Triple Science and Computer Science to be within 10% of the non-pupil premium uptake in each subject.
Pupils with identified gaps in the knowledge or skills supported with tutoring, with the content specified by department heads.	After-school school-led tutoring support to be provided for 90 pupils in 2022-23, with a greater focus on additional sessions for those showing both greatest need and greatest commitment in contrast to last year's broader approach where lessons were learned around an overly 'scatter-gun' approach.
Students from disadvantaged backgrounds to leave school with the same high ambitions and access to post 16 support/information as other students.	Careers and HE opportunities made available for 100% of pupils, including non-attenders, with NEET figures to fall below 6% and as we

	move toward that outcome our Gatsby Scores to exceed National and Birmingham average in all areas each year.
Bespoke support provided to support the well-being of all our students from Heads of Year, mentors, counsellors pathfinder early help lead and external agencies	All pupils have access to support in line with their level of need to bring unauthorised absences down for PP in line with non-PP. Progress toward this goal will also be measured by the annual well-being census and the measurable impact of the Well-Being Action Plan.

### 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: £319,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional Assistant Head</b> – maintain increased SLT capacity, bringing experienced leader with prior success of coordinating academic interventions to improve PP attainment outcomes to focus on high quality feedback and homework. £90000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 5
<p><b>Additional Deputy Head</b> – increased SLT capacity, bringing in experienced leader with proven impact in supporting improved quality first teaching to focus on meta-cognition strategies and rapidly improving both the classroom practice and curriculum in key subjeckt areas (Maths and the Sciences) £85000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1

<p><b>Over-staffing in English 1.0</b> – in the short-term providing the capacity to cover maternity leave with a high quality experienced teacher rather than ad hoc agency cover. In the longer term this additional member of staff will provide the ability to tailor smaller intervention classes targeting the attainment of pupil premium groups. £60,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p>	<p>1</p>
<p><b>Over-staffing in Science 1.0</b> – in the short-term providing the capacity to cover maternity leave with a high quality experienced teacher rather than ad hoc agency cover. In the longer term this additional member of staff will provide the ability to tailor smaller intervention classes targeting the attainment of pupil premium groups, providing the capacity for an additional teaching group in Year 7, to support greater targeted support and to ensure successful transition from KS2. £60,000</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1667988928">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1667988928</a></p>	<p>1</p>
<p><b>Over-staffing in Food Science 0.8</b> in the short-term providing the capacity to cover maternity leave with a high quality experienced teacher rather than ad hoc agency cover. In the longer term this additional member of staff will provide the ability to further extend enrichment opportunities and developing career progression</p>		

<p>routes by engaging with colleges, universities and employers in the catering and hospitality sectors.</p> <p><b>£50,000</b></p>		
<p>Subject Professional Association Membership, £1500</p>	<p><a href="https://link.springer.com/article/10.1007/s10857-012-9217-0">https://link.springer.com/article/10.1007/s10857-012-9217-0</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p>	1
<p><b>Phonics Training –</b> £500</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
<p><b>Oaks Membership</b></p> <p>Subject Groups, Oaks Training Day, Access to external reviews and peer review</p> <p>£17,064.90</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1
<p><b>Guided Reading Project</b></p> <p>This funding enables the purchase of texts for guided reading conducted through the form-tie programme.</p> <p>£8000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1



Reading Tests – NGRT tests for 7-9. £3603.75	The importance of reliable assessment, benchmarked against nationally representative samples allows interventions to be evaluated and progress measured.	1
<b>Subject Mentors for New Teachers</b> £3500	High quality teaching from new teachers is a clear necessity for all schools. Well-trained, motivated and managed subject mentors are a vital ingredient in achieving this outcome.	1
<b>sharing of best practice through school visits and tailored CPD -</b> CPD Budget £12,489 Additional Cover Budget £3000	<a href="#"><u>The importance of individualised CPD for retention</u></a>  A particular focus of CPD is behaviour management strategies to reduce sanctions and exclusions.	1
TOTAL £319,298 currently committed		

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

Budgeted cost: £104,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School-Led Tutoring</b></p> <p>Our over investment in School-Led Tutoring is based on high demand from our increasingly supportive PP parents. We are taking a more targeted approach this year – supporting 90 pupils, but with significantly more sessions.</p> <p>£45,900</p>	<p><a href="https://dro.dur.ac.uk/26952/">https://dro.dur.ac.uk/26952/</a></p>	<p>5</p>
<p><b>KS4 Form time Directed Revision</b></p> <p>Many PP pupils do not enjoy the close parental support required to structure revision effectively across KS4. Together, with our 5 year homework plan, the devoting of form time sessions to well-resourced revision practice is key to enabling these pupils to embed knowledge in their long-term memory.</p> <p>£9000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>7</p>

<p><b>Staffing for Graphics, Food and Technology Make Days</b></p> <p>Specialist staff to continue to receive dedicated time with exam groups to ensure folder and 'make' work is completed in a timely fashion.</p> <p>£3000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>5</p>
<p><b>Thinking Reading £6000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>5</p>
<p><b>Targeted Phonics</b> (delivered through SEND Team) through Talisman and Lexia £1500</p> <p>Acclerating the reading ages of our KS3 pupils remains a key strategy to maximise access the the whole curricullum over both key stages. This is an area of success in 2022-23 and by further increasing the scale of the intervention</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>5</p>
<p><b>Pupil Premium Mentoring</b></p> <p>Over 30 members of staff use their non-contact time for</p> <p>£0</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>6</p>

<p><b>ARnties led by Librarian (2.5 hours per week)</b></p> <p>£900</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	<p>5</p>
<p><b>Homework Support Staffing</b></p> <p>Running a fully staffed homework club until 5pm five evenings a week supports our Homework Strategy introduced in Sept 2023 £3,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>7</p>
<p><b>Curriculum Poverty Proofing – ingredients etc</b></p> <p>Ensuring our curriculum is fully accessible to all pupils means that we provide ingredients for all pupils in Food Science.</p> <p>£3,000</p>	<p><a href="https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf">https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf</a></p>	<p>4</p>
<p><b>Additional TA to support weaker readers</b></p> <p>£22000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>5</p>
<p><b>Jumpstart Training and Coaching</b></p> <p>We are removing funding for this intervention as we believe our targeted phonics through Lexia and Talisman is both more sustainable and deliverable without impacting the</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>5</p>

<p>breadth of curriculum all children are entitled to.</p> <p>£0</p>		
<p><b>Distance Learning Platform for non-attenders due to mental health barriers £10000</b></p> <p>Evidence from 2022-23 is that this intervention enjoyed limited effectiveness, and is being reduced from £45,000 to £10,000 as a transition to removing the strategy from our plan.</p> <p>Moreover, our broader range of in-school support (see-well-being strategy) is significantly reducing the number of children who feel unable to attend for mental health reasons.</p> <p>£10,000</p>	<p>The ability to track attendance and participation, lesson by lesson, over a full time-tabled week is essential both from an educational view and a safeguarding view. A full and balanced curriculum is also a huge advance from our previous in-house attempts to support these learners (<a href="#">the numbers of whom have grown significantly since the pandemic</a>).</p>	<p>5,6</p>
<p>Total £104300 currently committed</p>		

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

Budgeted cost: £162,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain our full-time Pathfinder worker to enable early help support for struggling families, helping to establish good routines around school engagement. £28,000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6
Rewards Budget £7,000	Evidence from November 2022 shows that well-advertised rewards, engaging parents and pupils, has up to 2% impact on whole-school attendance.	
Subscription EPraise and Homework Strategy £2500	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	
Bagels A large number of our children do not have healthy breakfast routines, due to either acute financial pressures on their families or chaotic households where children get themselves to school. In addition to the	<a href="https://www.magicbreakfast.com/Handlers/Download.ashx?IDMF=290aa835-1de8-4674-b431-e30fb7ff1b73">https://www.magicbreakfast.com/Handlers/Download.ashx?IDMF=290aa835-1de8-4674-b431-e30fb7ff1b73</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	4

limited evidence of academic evidence to this approach, we feel it is a moral imperative to ensure these £14000		
Clubs – Aspire and DofE and staffing of drama, Saturday clubs etc £5,000	<a href="#">Impact of Duke of Edinburgh</a>  <a href="#">Impact of extra-curricular more widely</a>	2
Black History Month, Diversity Day, supporting diversity in the curriculum £2,000	The importance of children being able to envision their own success and to see their gender, ethnicity and class reflected in what they learn has an impact on building a successful and inclusive whole-school ethos.	1
Student Council £1,000	Leadership opportunities for Pupil Premium pupils creates role models and develops self-confidence and wider soft-skills such as presenting etc.	3
Uniform £2,000	<a href="#">Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)</a>	2
Trips £25,000	The universality of our trip days is part of poverty proofing our curriculum, building a cohesive school community, raising aspiration and building cultural capital.	2
Mental Health Support – 0.3 Senior Learning Mentor and external £12,500) professional hours £4000)	Issues around mental health and resilience are central to why our attendance (school and national) have not returned to pre-pandemic levels. Increasing our pupils’ ability to manage their own anxiety is an important aspect of improving attendance.	6

£16,500		
Behaviour and Resilience Mentoring £7,500	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	6
Swimming £4,000	<a href="#">Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)</a>	
Part-funding of Careers Advisor  Last year we employed an apprentice undertaking a Level 5 qualification and were able to subsidise the cost with the Apprenticeship Levy. However, our experience shows that an experienced and successful careers advisor will have a greater impact, so we are retaining the level of funding from this premium whilst adding to it from other budgets for this purpose.	Increasing the amount of individualised support each child receives has a demonstrable impact on our Gatsby benchmarking scores and consequently on the ability of our pupils to sustain destinations.  <a href="https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf">https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf</a>	2



£15,000		
Attendance Strategy Lead  Our additional attendance staffing has started to have an impact on PP attendance which rose £35,000	<a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a>	6
Total - £162,500		

**Total budgeted cost: £583,298 committed out of budget £422,148.50 (overspend covered from other budgets, principally staffing)**

## Part B: Review of outcomes in the previous academic year

### Review of progress on high level outcomes

Most aspects of last year's plan continue this year and into future years. However the update of this plan offers the opportunity to measure progress to date and therefore to change intervention and strategies.

2023 Intended outcome	2023 Success criteria	Evaluation of Progress
Gap between PP and non-PP reduces in external GCSE data.	Gap between PP and non-PP reduces from -0.45 (2022) to at no greater than -0.3 (2022)	External data shows that the PP - non/PP gap increased rather than reduced by -0.02 in Progress 8. This is due to the particular impact of the pandemic on this particular cohort
Students from disadvantaged backgrounds continue to improve their performance in core subject areas.	PP En/Ma 5+ to reach 40% Sept 23 (36% Sept 2022)	Due to a combination of harsher marking nationally and the particular post-pandemic characteristics of this cohort, this target was missed by a significant margin.
Improved reading comprehension and ability among disadvantaged pupils enabling them to better access the full curriculum.	Our PP pupils generally enter school with lower reading ages than our non-PP pupils and are therefore at risk of not being equipped to access the full curriculum. We aim for our PP pupils to 70% are at or above age expectation with 30% above age expectation by the end of Year 9.	By June 2023 our effective reading strategy had ensured that 74% of Year 9 were at least at age expectation with 31% 'above' or 'well above'.
A vibrant range of enrichment and extra-curricular events open to all students.	All PP students continue to take part in a range of enrichment activities and extra-curricular events leading to greater awareness of the possibilities open to them to further promote their social mobility, with the target of 93% Pupil Premium pupils engaging in one or more educational visits,	Over 92% of PP pupils attended at least one enrichment visit in 2022-23.  PP Pupils attended an average of XX boosters / clubs per week in 2022-23.

	and Pupil Premium pupils attending an average of ten extra-curricular / booster opportunities.	78% of PP pupils participated in our broad extra-curricular offer (up from 66% in 2021-22), with average attendances rising to 18 (from 9 in 2021-22).
Pupils from a disadvantaged background study the same rigorous and broad curriculum as others.	The percentage of Pupil Premium pupils undertaking MFL, Triple Science and Computer Science to be within 10% of the non-pupil premium uptake in each subject.	Strong progress has been made in raising the aspiration of our PP cohort, with our targets almost reached in Triple Science and MFL and exceeded in Computer Science. Triple Science in 2023 PP / non-PP gap: 11.2% MFL in 2023 PP / non-PP gap: 12.8% Computer Science PP / non/PP gap: 4.7%
Pupils with identified gaps in the knowledge or skills supported with tutoring, with the content specified by department heads.	After-school school-led tutoring support to be provided for 180 pupils in 2022-23, with at least 140 successfully encouraged to take up the provision.	Strong progress has been made here with the target achieved: 149 pupils sustained this provision. Of these 69 were PP (46.3%).
Students from disadvantaged backgrounds to leave school with the same high ambitions and access to post 16 support/information as other students.	Careers and HE opportunities made available for 100% of pupils, including non-attenders, with NEET figures at below 6%	6% not recorded in sustained destination in latest 2021 ISDR numbers (93% sustained, 1% not captured).
Bespoke support provided to support the well-being of all our students from Heads of Year, mentors, counsellors pathfinder early help lead and external agencies	All pupils have access to support in line with their level of need to bring unauthorised absences down for PP in line with non-PP.	Marginal gain in 2022-23: Unauthorised Absences PP/non-PP gap reduced by 0.2%

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Our 2021-22 lacked specific costing for specific interventions making evaluations of cost-effectiveness difficult. This flaw is addressed in this year's update.

Activity	Evidence that supports this approach	Evaluation
<i>Additional Maths Teacher</i>	<p>The Sutton Trust suggests recruiting the best teachers in disadvantaged areas is a challenge. The risk of a Maths teacher falling ill or leaving during the academic year is potentially devastating if not replaced quickly. Therefore, having an additional teacher, enabling more development time for Maths staff, smaller groups and greater individualisation in the short term, but also the security of full staffing in the longer term is a sensible investment.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/The-Recruitment-Gap.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/The-Recruitment-Gap.pdf</a></p>	<p>Maths outcomes improved significantly in 2022 compared to 2019. Our ability to devote greater time to team CPD and quality assurance has been a key part of this trend of success, which internal data suggests will continue.</p>
<i>Oaks Teacher INSET – supporting the most able and SEND (via Oaks Membership)</i>	<p>The EFF has been explicit that the greatest impact on PP attainment can be achieved via great teaching. Therefore, extremely good INSET closely aligned with rigorous common performance management</p>	<p>Teacher feedback forms from the 21-22 programme and teacher training day suggests that staff valued the high quality CPD, although the SEND workshops were less successful. This feedback has informed planning of the Oaks CPD offer this year.</p>

	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf</a>	
<i>External reviews of provision through Oaks membership off KEVI AT</i>	<p>External reviews around Teaching and Learning and SEND in-class practice offers us a chance to have external experts review what we in our classrooms – how good is our teaching and how can we improve it further, which can then inform leadership (senior and middle) and governance to further improve.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>External reviews 2021-22 included:</p> <ul style="list-style-type: none"> <li>School Improvement Partner Quality Assurance</li> <li>SEND Review</li> <li>Literacy Review</li> <li>Safeguarding Review</li> <li>Curriculum Review</li> </ul> <p>Each of these reviews has shaped development priorities as we continue on our journey to providing an outstanding education.</p>
<i>KEVI INSET – Supporting the disadvantaged</i>	<p>The EFF has been explicit that the greatest impact on PP attainment can be achieved via great teaching. Therefore, extremely good INSET closely aligned with rigorous common performance management. In addition, the KEVI INSET will include workshops by Louise Blackburn and Challenging Education, who lead a network of schools introducing the RADY ‘uplift’ methodology</p>	<p>Louise Blackburn did not lead planned sessions at the South Cluster Teacher Day, because the event was cancelled by the other participating schools under the pressure of Covid-related staffing absence surges.</p>

	<p><a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf</a></p>	
<p><i>Individualised CPD planned to meet challenging individual Performance Management targets on pupil performance</i></p>	<p>A key aspect of our aim to improve PP attainment via great teaching to support teachers in developing their practice in an individualised way. This includes paying for all staff to be members of their subject associations, so they can access the latest research in the specialism and engage with colleagues across the country. This also includes in finding individual staff the support such as subject networks through the Oaks, or support from SLEs. Staff ownership of their CPD through the Performance Management process enables staff to continuously develop their practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>Teacher performance management evaluation shows that teachers took appropriate steps to close attainment gaps.</p> <p>However, whilst PP progress here was significantly better than the national average and PP A8 was significantly better, we were not successful in maintaining our trend of narrowing the PP / non-PP P8 gap, as the disproportionate impact of the pandemic, lockdowns and bubble-bursts on PP pupils is clear.</p>

<p><i>Teaching and Learning Group peer observations, team teaching, visits to other schools etc</i></p>	<p>Our teaching and learning group, led by some of the very best teachers in our school, lead T+L within the school. Evidence of the relative effectiveness of peer learning is widespread.</p> <p>This strategy is supported through membership of Oaks Subject Networks as well as the planned King Edward VI AT Subject Groups</p> <p><a href="https://tomprof.stanford.edu/posting/418">https://tomprof.stanford.edu/posting/418</a></p> <p><a href="https://blog.irisconnect.com/us/community/blog/how-can-peer-learning-make-teachers-more-effective">https://blog.irisconnect.com/us/community/blog/how-can-peer-learning-make-teachers-more-effective</a></p>	<p>Our Teaching and Learning Group was less independently active than leadership hoped for, leading to direct SLT oversight in 2022-23.</p>
<p><i>Academic Language Programme for teacher practice</i></p>	<p>Literacy and academic language in specialist areas is very important in giving our pupils the tools and the confidence to do well.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-</a></p>	<p>Tier 2 vocabulary embedded in schemes of learning in Science and Geography with best practice shared with other subjects. This is demonstrated by internal and external quality assurance (see Literacy Review for example).</p>

	<a href="#">schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a> (p6-10)	
<i>Reading Strategy, including improved library facilities, 'Drop Everything and Read', Synthetic Phonics and close monitoring of Reading Age of all children below age expectation,</i>	<p>The EEF toolkit suggests that both phonics teaching and wider literacy programmes are potentially high impact strategies, and the evidence in our school of the synthetic phonics programme for those Year 7s who start with reading ages well below their peers is startling.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>External evaluation of our reading strategy, followed by internal review has measured both significant successes (with greater than chronological reading age improvement across KS3 in 2021-22), but also areas requiring further improvement. This has led to a greater focus on phonics practice within English and to a lesser extent, elsewhere in the curriculum, an extension of form-time (and the school day) by 15 minutes to enable guided reading sessions across KS3 for 90 minutes each week and a restructuring of library / AR lessons.</p>
Compulsory after-school intervention and booster classes, effectively extending classroom time for KS4	<p>A measured approach to maintaining after-school boosters for KS4 pupils, mindful of counter-productive workload impact on staff, is intended to ensure additional teacher-led time is provided to counter the massive impact of Covid lockdowns and isolations.</p>	<p>Year 11s booster attendance rates have more than doubled in Sept 2022 compared to Sept 2021, with all faculties running both targeted and open sessions.</p>



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Evaluation
National Tutoring Programme small group mentoring	<p>The government subsidy of this programme means we get a greater ‘bang for our buck’ than the EEF Toolkit would otherwise suggest.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp">https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</a></p>	<p>The quality of NTP tutors proved to be mixed and the loss of curriculum proved an unsatisfactory model. The move to our own School-led approach this year, with sessions taking place after-school and on the weekend is already proving more effective.</p>
The Aspire Club – a five-year programme of fortnightly activities including masterclasses and guest speaker	<p>‘Aspiration Building’ projects receive short-shrift from the EEF and evidence of impact from other academic sources is limited. However, our Aspire Club aims to tie the most able PP to our most able non-PP. This then allows peer-to-peer learning, which is impactful. Moreover, the masterclass elements of the programme, allows targeted teaching to better support the most able PP pupils to better access the highest grades at GCSE, while the aspects of the</p>	<p>Aspire Society has become well established and has excellent buy-in amongst parents, including the parents of PP pupils. Activities have included external speakers from business and higher education, visits to companies and universities and partnerships with other King Edward VI Foundation schools. The measuring of impact is ongoing and reported to the Education Sub-Committee.</p>

	<p>programme aimed toward metacognition and building learner resilience also have a wide evidence base.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
1-2-1 Teacher mentoring of PP pupils	<p>A large number of school staff support individual PP pupils on a 1-2-1 basis, and spend a small budget to support each child as necessary (purchasing stationery, revision materials etc). The mentor provides that monitoring of homework, self-organisation and resilience which aspirational parents may otherwise provide, as well as acting as a problem-solver and advocate for the child with colleagues, helping an individual child that may otherwise result in sanctions and subsequent further disengagement with learning.</p>	<p>The mentoring of PP pupils remains one of our most valued, effective and cost-effective interventions. Staff volunteers continue to provide vital day-to-day support as well as flagging emerging concerns and sign-posting more specialist support.</p>

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

Activity	Evidence that supports this approach	Impact
Family Support	<p>Our PP pupils, on average, did far worse at managing impendent and online work during lockdowns and periods of isolation. This was a result of several factors, including digital poverty and inadequate and over-crowded housing without suitable workspaces. However, some families struggled to set expectations and boundaries for their children, and this strategy is designed to improve the support and advice these families receive.</p> <p><a href="https://ifs.org.uk/publications/14848">https://ifs.org.uk/publications/14848</a></p> <p><a href="https://post.parliament.uk/covid-19-and-the-disadvantage-gap/">https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>Our appointment of a Family Support Worker as part of the Pathfinder project did not meet the demand for family support as the role of Children’s Services in the city has changed and a greater level of early help has had to be picked up by school. This failure to meet demand despite the clear benefits of early help in sustaining attendance is why we have increased this provision in this year’s update.</p>
Mental Health Support	<p>Evidence suggests that Covid-19 pandemic has stretched external mental health services (national media report that waiting times for CAMHS is on average 5 months), has had a severe impact on young people, and that this impact is particularly acute for disadvantaged young people. Evidence</p>	<p>Again, whilst there is evidence that our increased support has had a positive impact, demand has outstripped capacity. This is why we have increased capacity by buying in external support as part of this year’s plan.</p>

	<p>in-school since the last lockdown has been of a significant escalation in numbers of pupils exhibiting anxiety and depression. In addition to this being a significant safeguarding concern, it also represents a real barrier to learning.</p> <p>By employing a part-time Mental Health Mentor, running group and individual sessions, we are able to begin to address this, helping to avoid long pupil absences.</p> <p><a href="https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people">https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people</a></p>	
<p>Healthy Breakfasts for all children</p>	<p>This programme offers opportunities for PP pupils to fulfil an important role (over half the team of qualified pupils preparing and distributing bagels are PP), gaining skills, confidence and self-esteem.</p> <p>Moreover, there are links between missing breakfast and educational achievement, as well as with health and attendance (although, admittedly, research has been loaded toward younger children).</p>	<p>We have managed to sustain this important provision which increasingly serves as a bulwark against children being hungry. This includes PP pupils but also those very many children who live in relative poverty but whose parents cannot or will not claim FSM.</p> <p>Uptake of free breakfasts remains just below 50% of the whole school. Anecdotal evidence suggests that the importance of this service is increasing this winter. Unfortunately, the Magic Breakfast Educational Charity has halved deliveries of bagels due to their own</p>

	<p><a href="https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911yearold-children/8174B87D235C67D22C0913F66E1ED6B4">https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911yearold-children/8174B87D235C67D22C0913F66E1ED6B4</a></p>	<p>spiralling costs, requiring the short-fall to be found from other funding sources.</p>
<p>Extra-curricular strategy including Saturday opening</p>	<p>While direct evidence in the UK context of extra-curricular participation boosting academic results is limited, the Sutton Trust has pointed out that wider life skills ‘such as confidence, social skills, self-control, motivation, and resilience’ which are extremely important in improving social mobility, are improved through extra-curricular participation.</p> <p>The EEF also note ‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#</a></p>	<p>In HT1 2022-23 we were achieving over 700 attendances at extra-curricular activities within a week and total attendances for the half-term have more than doubled since we started implementing the strategy in HT1 2021-22.</p>

	<a href="https://www.suttontrust.com/our-research/life-lessons-workplace-skills/">https://www.suttontrust.com/our-research/life-lessons-workplace-skills/</a>	
<p>Rebuilding an ambitious programme of visits and events for all pupils to develop cultural literacy and aspiration</p>	<p>Sometime ago the Education Select Committee conducted sustained investigation into the benefits of outdoor education (<a href="https://publications.parliament.uk/pa/cm200405/cmselect/cmeduski/120/12005.htm">https://publications.parliament.uk/pa/cm200405/cmselect/cmeduski/120/12005.htm</a> ). Their findings were echoed by OFSTED who noted ‘When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.’. The <a href="#">excellent OFSTED report</a> also noted the pitfalls of traditional funding methods limiting opportunities.</p> <p>Building the cultural capital of our disadvantaged pupils, who may not otherwise attend a theatre, visit key cultural sites in London, have an appreciation of how the rule of law works or visit the key art galleries or museums in Oxford or elsewhere is informed by the national curriculum.</p>	<p>Educational Visit days have become an established part of our calendar and participation on these days surpass 90% and in line with our attendance on other days.</p>

### Teaching (for example, CPD, recruitment and retention)

Activity	Evaluation
<p><b>Additional Assistant Head</b> – increased SLT capacity, bringing experienced leader with prior success of coordinating academic interventions to improve PP attainment outcomes to focus on high quality feedback and homework. £75073</p>	<p>Our new Assistant Head has introduced a number of new strategies to our practice, including a new homework strategy, stronger retrieval practice in lessons, an improved feedback and assessment approach, more rigorous internal monitoring of teaching and learning and greater consistence in the line management of subjects. These changes are part of a significant shift in internal data, indicating a marked improvement in current Y11 likely outcomes.</p>
<p><b>Additional Deputy Head</b> – increased SLT capacity, bringing in experienced leader with proven impact in supporting improved quality first teaching to focus on meta-cognition strategies £77070</p>	<p>Our new Deputy Head has led the continued expansion of extra-curricular and Duke of Edinburgh. Other key initiatives benefitting our PP cohort include Easter School, the promotion of high expectations through the school ethos and curriculum development in Science and Maths.</p>
<p><b>Over-staffing in English 0.2</b> – proving the capacity for an additional teaching group in Year 7, to support greater targeted support and to support the Jumpstart Programme Phonics to rapidly advance reading ages of those who join the school with the lowest Reading Ages. £10,000</p>	<p>This over-staffing was ineffective due to maternity leave, but did reduce the impact of maternity on key exam groups.</p>
<p><b>Over-staffing in Maths</b> – proving the capacity for an additional teaching group in Year 7, to support greater targeted support and to ensure successful transition from KS2. £10,000</p>	<p>Difficulty in recruiting a suitable candidate and subsequent notice period meant that this role was only taken up in September 2023. The impact is yet to be fully felt.</p>
<p>Subject Professional Association Membership £1500</p>	<p>Staff continue to be able to access latest research and pedagogy within their subject areas.</p>
<p>Phonics Training – £500</p>	<p>MARIE</p>



Oaks Membership – Subject Groups, Oaks Training Day, Access to external reviews and peer review £17,064.90	Oaks membership ensured very useful external review of a number of areas as well as excellent training for TAs, teachers and pastoral support staff.
Guided Reading Project £8000 & 0.1 English overstaffing £5000	Guided reading has been an important factor in the impressive progress of our Literacy Strategy.
Reading Tests – NGRT tests for 7-9. £3603.75	This resource has enabled much more accurate baselining and measurement of impact of our Literacy Strategy.
Subject Mentors for New Teachers £3500	Our greater reliance on ECTs than has historically been the case, together with the requirements on ECTs and mentors has been crucial in ensuring these newer members of staff are well-supported and able to teach to our high standards.
CPD Budget £12,489	CPD was significantly over-spent last year, as our new Assistant Head continues to improve teacher practice around recall and effective questioning underpinned by best practice and the latest research.
TOTAL £215,800.06 currently committed	

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

Activity	Evaluation
School-Led Tutoring £22,000	School-led Tutoring supported 120 pupils over the course of the last academic year. This pleasing breadth was undermined slightly by patchy attendance among some of the targeted pupils, leading to a refined approach this year.
KS4 Form time Directed Revision £9000	Form time revision ran throughout the year, and the provision of revision guides for all pupils ensured this was accessible for pupil premium pupils. However, our evaluation showed that a significant number of pupils lacked the revision skills to maximise the effectiveness of this time, hence the changes to both our Homework Strategy and

Staffing for Graphics, Food and Technology Make Days £3000	Outcomes in both Graphics and Food were excellent and support this approach. Lower results in Tech require further action, but nonetheless we deem this approach to continue to be of value.
Thinking Reading £6000	See excellent reading progress data in first section.
Targeted Phonics (delivered through SEND Team) £300	This approach was not as successful as we had hoped, due to a number of factors, including delays in training, practical organisation and the need to keep children in their timetabled lessons and is being changed this year to be implemented by English Teachers and for a wider cohort of children.
Pupil Premium Mentoring	We continue to be extremely fortunate that so many staff continue to give their time to deliver this brilliant intervention, building pupil's resilience and self-confidence whilst helping them organise themselves as well as acting as in-school advocates.
ARnties led by Librarian (2.5 hours per week) £900	ARnties and Pupil librarians have contributed to a surge of over 30% in library loans, reflected in loans by both PP and non-PP pupils almost equally.
Homework Support Staffing £3,000	Homework club attendances range from 80 to 150 per week.
Curriculum Poverty Proofing – ingredients etc £3,000	Food continues to be one of our most successful subjects, both in terms of academic outcomes, KS4 uptake and extra-curricular participation. This funding is one ingredient.
Additional TA to support weaker readers £22000	TA staffing was rather more unstable in 2022-23 than anticipated in 202-23 due to long-term illness and staff departing. Successful recruitment throughout the year minimised any negative impact, but any increased capacity was swallowed by increased EHCP needs. Further recruitment has taken place in HT1 of 2023-24 and we will be better able to judge the impact of this intervention at the end of this academic year.
Jumpstart Training and Coaching up to £6000	
Distance Learning Platform for non-attenders due to mental health barriers £45,000	Evidence from 2022-23 is that this intervention enjoyed limited effectiveness, and is being reduced from £45,000 to £10,000 as a transition to removing the strategy from our plan.

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

Budgeted cost: £119,281 Actual Committed: £156995 (£37,714 over-committed)

Evaluation	Evaluation
Full-time Pathfinder worker to enable early help support for struggling families, helping to establish good routines around school engagement. £28,000	Our Pathfinder / Family Support Worker has provided outstanding support to identified families over the last year. This year, she is further expanding the provision to include evening 'parenting classes' with external partners to help some of the hardest to reach families the skills to support their children access education.
Rewards Budget £3,000	The Rewards Budget was significantly over-spent as rewards linked to school culture
Subscription EPrise and Homework Strategy £1500	Epraise has had a positive impact on sharing homework with parents as well as promoting school ethos and culture through rewards.
Subscription to IRIS text service £3995	This subscription, whilst useful in challenging poor attendance and communicating quickly with parents, has now been made redundant by our adoption of Arbor MIS which enjoys this functionality.
Bagels £14000	This funding has ensured we maintained healthy breakfast provision, taken up by almost 50% of pupils, despite the fraying of additional support from the Magic Breakfast charity. This provision will continue, but further costs as the Magic Breakfast support disappears will be found from other school budgets.
Clubs – Aspire and DofE and staffing of drama, Saturday clubs etc £5,000	This was another budget where additional funding from other areas was found, despite a helpful grant from the DofE, due to significant underestimation of demand for DofE. The 2022-23 Year 9 cohort, which has proved to be the year group with deep issues is developing a much more positive relationship with the school and each other partly as a result of the bonds forged through the large numbers in this year group who enjoyed fully funded DofE. The Aspire Society continues to go from strength to strength although the ultimate impact of our pupils going on to top universities in greater numbers is still some years off.

Black History Month, Diversity Day, supporting diversity in the curriculum £2,000	Black History Month was a huge success in 2023, enriching our pupils' school experience sharing positive experiences of diverse cultures for pupils from this mainly white working-class community.
Student Council £1,000	Student Council is now playing an important role both through 'You Said, We Did' assemblies, gathering pupil voice and developing greater awareness around bullying. This work is on-going, but huge advances have been made.
Uniform £2,000	Partnership with Rubery Swap Shop continues to provide very many of our families with access to free school uniform.
Trips £20,000	Educational Visit days have become an established part of our calendar and participation on these days surpass 90% and in line with our attendance on other days
Mental Health Support – 0.3 Senior Learning Mentor and external (£12,500) professional hours (£4000) £16,500	30 pupils have been supported by our in-house Mental Health Lead and a further 29 have received 1-2-1 support from external service professional hours (Rheigan Guest).
Behaviour and Resilience Mentoring £7,500	External agency, Think for the Future conducted 1-2-1 and group mentoring for a total of 70 pupils. Pupil indicates this support is extremely valuable. Pupils are identified by pastoral staff in liaison with pupils and parents. A positive change in behaviour was recorded for a majority of participants.
Swimming £4,000	A significant number of Year 7s join our school having not yet learned the essential skill of swimming. We continue to be committed to the crucial safeguarding duty of ensuring all of our pupils have this life-preserving skill.
Part-fundng Careers Apprenticeship £15,000	Having been unsuccessful in training our own careers advisor via the L5 Apprenticeship route, we believe a full-time careers advisor will ensure all children can successfully experience meaningful employer experiences as well as receive individualised support across both key stages to be ready for the next stage in their education and employment journey.

Attendance Strategy Lead £35,000	Our Attendance Lead, employed January 2022, has seen some important gains in school attendance for our most vulnerable and economically disadvantaged pupils. The embedding and refinement of systems introduced remain key to making further progress in this key area.
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