

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Kesgrave High School
Number of pupils in school	1843 – Whole School, including sixth form
Proportion (%) of pupil premium eligible pupils	16% (yrs 7 to 11)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Julia Upton Headteacher
Pupil premium lead	Kelly Abbott Assistant Headteacher
Governor / Trustee lead	Sue White Chair Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,165
Recovery premium funding allocation this academic year	£67,344
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£341,509

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students should have access to a broad, balanced, and aspirational curriculum and should make sustained, at least good progress across their subjects. At KS4, students are encouraged to engage with an EBacc curriculum to enhance cultural capital and open as many avenues for the future as possible.

We acknowledge that some students face considerable challenges for a variety of reasons including socio-economic factors, mental health issues, difficult personal circumstances, learning difficulties etc. We endeavour to ensure that any potential barriers to learning are mitigated by high quality teaching and learning, excellent pastoral care and wider, rich opportunities. The activities in this statement are intended to support all disadvantaged students regardless of whether they qualify for pupil premium funding or not.

The following have been identified as our main aims for this year:

- Prioritise 'high quality' teaching, including adaptive teaching.
- In classroom focus on literacy (reading, writing and vocabulary) as part of good teaching for all students.
- Identify and reduce COVID gaps, these gaps may have been established at either Primary or Secondary school.
- Use school led tuition funding to support the reduction of COVID gaps.
- Sustain the profile of our key group work amongst all staff – classroom, support and administrative.
- Ensure the usage of TAs in the classroom is appropriately targeted and that class teachers prioritise and specifically plan for disadvantaged students.
- Whole school priority for Reading and Vocabulary improvement.
- Short and long-term intervention strategies for English and Maths based on diagnostic testing (Star testing results).
- Mentoring of disadvantaged students.
- Improved use of attainment data (especially at KS3) to monitor progress leading to earlier interventions.
- Tracking and monitoring of interventions.
- Focus on attendance of PP (Pupil Premium) students.
- Extending the use of Edukey to all staff.
- Engagement with parents and carers
- Purposeful homework – closing the learning gap and building independent study skills.
- Termly meetings to monitor progress with key members of staff.

## Challenges

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

Challenge number	Detail of challenge
1	The resilience, organisation and learning habits of our disadvantaged students are areas that have been highlighted by staff as needing to be addressed. This includes embedding habitual routines such as home reading, homework, spellings and having correct equipment in school (e.g. PE kit).
2	On average disadvantaged students are more likely to have a higher number of negative behaviour points than non-disadvantaged students (nearly double), they are also more likely to have a lower number of achievement points than non-disadvantaged students.
3	Our assessment, observations and discussions with students suggest that It is more common for disadvantaged students to have low expectations of themselves and therefore the priority of learning and achievement at school and at home is also low.
4	Our assessment, observations and discussions with students suggest reading rates and access to a wide variety of reading material is sometimes restricted for our disadvantaged students therefore positive reading habits are not always formed.
5	Some students are arriving at secondary school with KS2 SATs attainment in Numeracy and Literacy that are not secondary school ready. This puts them at a disadvantage with their peers.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem.
7	Our observations and discussions with students as well as data from sixth form and university applications has shown a difference in long term aspirations between disadvantaged and non-disadvantaged students.
8	Past attendance data has indicated lower attendance and punctuality rates among our disadvantaged students.
9	Attendance at parent's evenings and parental information evenings has traditionally been lower for our disadvantaged students.
10	Our assessment, observations and discussions with students and families have highlighted the need to teach and embed independent learning strategies.
11	Our observations and discussions with students and families have identified a gap in the wider cultural experiences accessed by our disadvantaged students.

## 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
Improved attainment among disadvantaged students across the curriculum at the end of KS3 and KS4, with a focus on EBacc subjects.	A reduction in the gap between disadvantaged and non-disadvantaged at both KS3 and KS4.

	Increased attendance of disadvantaged students at revision sessions and focus for use of school led tuition.
Improved reading comprehension among disadvantaged pupils across all key stages	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Engagement in library lessons and greater usage of school library.</p> <p>Positive feedback from students regarding KS3 tutor reading programme.</p> <p>Reading increase in sixth form due to subject specific reading.</p>
Focused, inclusive strategies for literacy seen in the classroom	<p>Departmental developments, shared with all middle leaders for cross-fertilisation of ideas/share good practice.</p> <p>Lessons include explicit strategies which support the development of literacy for all. Strategies embed reading, writing and vocabulary in the classroom as everyday practice.</p>
Increase the progress made by our low prior attainment students.	<p>Interventions put into place particularly for maths and English.</p> <p>Regular assessment to quantify progress.</p> <p>Decrease in number of non-secondary school ready students.</p> <p>Increased and sustained progress made by students attending Extra Literacy lessons.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Student will all have access to a dedicated SSO.</p> <p>Students will know where to go and how to access help and support.</p> <p>ELSA's will be deployed and utilised by students needing the most support.</p> <p>Qualitative and quantitative data from SSO's and pupil voice.</p> <p>Wider participation in enrichment and extra-curricular activities.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Increase in attendance levels for disadvantaged students.</p> <p>Reduction in gap between disadvantaged and non-disadvantaged students.</p> <p>Awards for students with high attendance levels.</p> <p>Celebration events held.</p>
To raise aspirations and expectations of disadvantaged students.	<p>Increase in positive awards for disadvantaged students. Gap between disadvantaged and non-disadvantaged will be reduced.</p> <p>Increase in the number of disadvantaged students being invited to celebration events and increase in reward letters sent home.</p> <p>Reduction in behaviour points and detentions for disadvantaged students.</p> <p>Increase in number of disadvantaged students applying for sixth form or equivalent.</p>

	Increase in university applications for disadvantaged students.
To prepare all students for external assessments, particularly our disadvantaged students.	<p>Every student given appropriate revision material and knowledge organisers (KS3).</p> <p>Students feel prepared for formal assessments and are parents are informed (via information evenings) of the process and how they can help support at home.</p> <p>Positive impact on assessment across all key stages.</p>
To encourage and promote parental engagement across the school but particularly with the parents of our disadvantaged students.	<p>Mixture of face to face and virtual meetings with families. Range of events, formal and informal, with opportunities for connections to school and wider community groups/offer.</p> <p>Increased engagement with SSO and HOY by families of disadvantaged students. Ensuring positive relationships built and sustained over time.</p>

## Activity in this academic year

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

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

Budgeted cost: £712,313

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><b>Quality first teaching:</b></p> <ul style="list-style-type: none"> <li>School Development Plan (SDP) focus on high quality teaching. Use of eBASICS across school:               <ul style="list-style-type: none"> <li>Department level</li> <li>Raising Standards Meetings (RSM)</li> </ul> </li> <li>CPD focussed on our six clear teaching and learning principles.</li> <li>Effective use of Edukey by all staff for accessing information as well as the monitoring and assessment of interventions for key groups:               <ul style="list-style-type: none"> <li>CiC</li> <li>PP</li> <li>SEND</li> <li>EAL</li> <li>LPA</li> </ul> </li> <li>TA deployment by class teacher to ensure time is appropriately targeted and disadvantaged students are supported effectively.</li> <li></li> </ul>	<p>Education Endowment Foundation (EEF) research suggests that focussing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between the advantaged and disadvantaged students. Feedback and metacognition have shown the best results in independent studies into improvements in learning and these 6 areas incorporate these principles.</p> <ol style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">1. Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="https://educationendowmentfoundation.org.uk/pupil-premium/guidance-reports/teaching-assistants/">2. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></li> <li><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">3. Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></li> </ol> <p>Research suggests that the more people that have ownership over the provision for pupil premium strategies the more successful they will be. CPD and access to ideas for working with the disadvantaged and low prior attainment students is key in the ownership of strategies from the bottom up.</p> <p>EEF recommends that for the effective use of TAs under everyday classroom conditions:</p> <ul style="list-style-type: none"> <li>TAs should not be used as an informal teaching resource for low attaining pupils</li> <li>Use TAs to add value to what teachers do, not replace them</li> <li>Use TAs to help pupils develop independent learning skills and manage their own learning</li> </ul> <p>Ensure TAs are fully prepared for their role in the classroom</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1, 2, 3, 10</p>

	<p>The graduate intern program employs recent graduates to support roles including literacy and numeracy coaching, 1 to 1 and small group work, test and exam preparation, co-teaching, subject specific mentoring for KS4 and KS5 pupils, working with disadvantaged pupils and extra-curricular support.</p> <ol style="list-style-type: none"> <li>1. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></li> <li>2. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></li> </ol>	
<p>Review and development of KS3 curriculum (whole school priority) to ensure that all students make accelerated progress on arrival at KHS. Guarantee coherence of the KS3 curriculum and the pathway of this to KS4 learning.</p> <p>Greater understanding from every teacher of the intent, implementation, and impact of the curriculum, especially at KS3.</p> <ul style="list-style-type: none"> <li>• Whole staff training/involvement</li> <li>• Departmental time</li> <li>• Departmental focus</li> <li>• Monitoring and Evaluation cycle</li> </ul> <p>Understanding of curriculum implications of COVID recovery. SLT focus on and engagement in the implications of this for each department – putting in place bespoke support where needed for students and allowing staff capacity to address these.</p> <p>Curriculum maps created for each subject to show topics and assessments for each term. Showing subject content from KS3 to KS5.</p>	<p>There remains a gap in progress at KS4 where improvements can be made, especially disadvantaged. Learning at KS4 and 5 seems purposeful and well-pitched. KS3 needs a greater impetus.</p> <p>Ofsted handbook:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>Ofsted framework 3 I's.</p> <p>Intent</p> <ul style="list-style-type: none"> <li>• Curriculum design, coverage and appropriateness</li> </ul> <p>Implementation:</p> <ul style="list-style-type: none"> <li>• Curriculum delivery</li> <li>• Teaching (pedagogy)</li> <li>• Assessment (formative and summative)</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Attainment and progress (including national tests and assessment)</li> <li>• Reading</li> <li>• Destination</li> </ul> <p>Continuation of teaching a broad and balanced curriculum but prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. Curriculum adjustments should be informed by:</p> <ul style="list-style-type: none"> <li>• an understanding of the critical content for progression in each subject</li> <li>• what pupils do and do not know.</li> </ul>	1, 2, 3, 10

	<p>Questioning and discussion will reveal pupils' gaps, misconceptions and insecure knowledge, so that effective support can be put in place.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p> <p>Specific subject recovery documents.</p>	
<p>Change to whole school assessment tracking and monitoring system to be in line with GCSE 1 to 9 grades.</p> <ul style="list-style-type: none"> <li>• Whole staff training/involvement</li> <li>• Departmental time</li> <li>• Departmental focus</li> <li>• Monitoring and Evaluation cycle</li> <li>• Milestone assessments for all year groups</li> <li>• Targeted revision &amp; exam preparation</li> <li>• Monitoring of COVID gaps</li> <li>• Monitoring of key groups</li> </ul> <p>Subject Key Level Descriptors produced for consistent assessment and progress indicators from KS3 to KS4.</p>	<p>Closing the COVID gap (especially prevalent for PP students). Closing the PP and non-PP attainment gap. Attainment gaps have grown due to COVID especially in English &amp; Maths.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Impact_of_Covid_on_Learning.pdf?v=1652815530">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Impact_of_Covid_on_Learning.pdf?v=1652815530</a></p> <p>EEF Teacher feedback to improve pupil learning – supports pupil progress, build learning, addresses misunderstanding and thereby helps to close the gap. High quality instruction first, feedback should focus on moving learning forward &amp; be appropriately timed, planned effectively (receiving &amp; use). Use a variety of written and verbal.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1, 2, 3, 10
<p>Homework focus for all year groups ensuring:</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Purposeful</li> <li>• Learning is meaningful</li> </ul> <p>Subject analyse and evaluate homework success.</p> <p>Production of Knowledge Organisers.</p> <p>Engagement with families about homework help and support.</p>	<p>EEF Homework – positive impact particularly at secondary level (+5 months). Make purpose clear, link to learning, provide a quiet safe space (homework club) for those that need support.</p> <p><a href="https://educationendowmentfoundation.org.uk/homework-eeef/">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Scaffolding revision and the 'Seven-step Model'</p> <p><a href="https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model">https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</a></p>	1, 2, 3, 10
<p>Literacy focus for all year groups ensuring lessons include:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	<p>EEF Improving literacy in secondary schools – 7 steps include aspects such as:</p> <ul style="list-style-type: none"> <li>• Provide targeted vocabulary instruction in every subject.</li> </ul>	1, 3, 4, 5, 10, 11



<ul style="list-style-type: none"> <li>Vocabulary</li> </ul> <p>Subjects analyse and evaluate literacy success.</p> <p>Observations, include literacy as a key outcome.</p>	<ul style="list-style-type: none"> <li>Develop students' ability to read complex academic texts.</li> <li>Break down complex writing tasks.</li> </ul> <p><a href="https://www.eef.gov.uk/media/1046/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf">EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 178,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Improved literacy &amp; reading for LPA students.</p> <ul style="list-style-type: none"> <li>Employment of KS2 trained teacher to lead interventions.</li> <li>Extra literacy groups in KS3 (3 times per fortnight)</li> <li>Smaller group sizes in Year 9/10/11 English – provision for nurture group.</li> <li>Employment of Intervention Instructor to work primarily with students on a short-term basis to get back on track.</li> <li>Interventions: <ul style="list-style-type: none"> <li>Before/after school sessions</li> <li>Clubs</li> <li>Registration: 1-2-1, small group</li> <li>'On Watch' group</li> </ul> </li> </ul>	<p>Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older. Students who find reading difficult find it increasingly hard to keep up and are more likely to develop unhelpful behaviour patterns. <i>Thinking Reading</i> – James &amp; Dianne Murphy</p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></li> <li><a href="https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></li> </ul> <p>Star testing has identified those students that need targeted interventions.</p> <p>Although students have previously been removed from MFL, interventions have been led by TA's. Progress has been made but to try and close the gap between these students and their peers a more targeted and bespoke approach is needed.</p> <p>For the Year 9 English group, these students will still need to be entered into the GCSE but by putting them together as a group, appropriate literature and teaching material can be selected.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	4, 5

	<p>1-2-1 Tuition can have a +5 month impact. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
<p>EAL - support for students that have English as an additional language</p> <p>Providing support for the students we currently have in school that have very high EAL needs.</p> <p>Monitoring and assessing the language needs of all EAL students on roll.</p> <p>Extra support for Ukrainian students – more bespoke and holistic approach</p>	<p>EAL learners must learn a new language while learning through the medium of that new language. This presents two main tasks in the school or setting: they need to learn English and they need to learn the content of the curriculum. To ensure that they reach their potential, learning and teaching approaches must be deployed that ensure both access to the curriculum at a cognitively appropriate level and the best opportunities for maximum language development.</p> <p>Planning for EAL learners requires careful consideration of the curriculum context and provision of appropriate scaffolding to enable access to the curriculum. It is also important to identify the academic and cognitive language demanded by the curriculum and to plan for how this will be modelled by adults and peers and the opportunities that will be provided to rehearse and use the language in meaningful contexts. (NALDIC)</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=EAL">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=EAL</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/eal-in-the-mainstream-classroom?utm_source=/projects-and-evaluation/projects/eal-in-the-mainstream-classroom&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=EAL">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/eal-in-the-mainstream-classroom?utm_source=/projects-and-evaluation/projects/eal-in-the-mainstream-classroom&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=EAL</a></li> </ul>	4, 5
<p>English Interventions:</p> <ul style="list-style-type: none"> <li>• COVID catch-up</li> <li>• KS4 Oracy Intervention (Supporting students that were in the extra literacy groups (yrs 7 to 9) but that are not in nurture English group. This will</li> </ul>	<p>There still exists the need to implement catch-up strategies due to COVID lost learning. The impact of COVID-19 on learning a review of the evidence:</p> <p>Most evidence shows that by summer 2021, pupils had not yet recovered from the learning they had missed during 2020 and 2021 in both maths and reading. However, evidence on the rate of recovery in these subjects also varies.</p>	1, 3, 4, 10

<p>support the good progress that these students made at KS3 and ensure that their newfound literacy skills keep progressing.)</p> <ul style="list-style-type: none"> <li>• Breadth of revision strategies at KS4/5: <ul style="list-style-type: none"> <li>○ Targeted</li> <li>○ Invitation</li> <li>○ Bespoke</li> </ul> </li> <li>• English Stretch &amp; Challenge (Encourage &amp; promote a love of literacy from KS3 upwards)</li> <li>• Utilisation of the school led tuition fund</li> </ul>	<p>A recent study (DfE, 2022) found that in secondary reading, learning losses have increased since the end of the 2021 summer term</p> <p><a href="#">Impact of Covid on Learning.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>EEF Supporting school planning guide:</p> <ul style="list-style-type: none"> <li>• Develop pupils' speaking and listening skills and wider understanding of language.</li> <li>• Teach reading comprehension strategies through modelling and supported practice.</li> <li>• Support pupils to develop their reading fluency.</li> <li>• Teach the writing process (for example, planning, revising, and editing) explicitly through modelling and supported practice.</li> <li>• Develop pupils' handwriting, spelling, and sentence construction skills through extensive practice.</li> <li>• Target teaching and support by accurately assessing pupils' needs.</li> <li>• Use high quality structured interventions for those pupils who are struggling with literacy.</li> </ul> <p><a href="#">School Planning Guide 2022-23.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>Voice 21: Oracy Framework</p> <p>"On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties."</p> <p>EEF Oral Language Interventions:</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	
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<p>Maths Intervention:</p> <ul style="list-style-type: none"> <li>• COVID catch-up</li> <li>• Year 7 &amp; 8 targeted (LPA – not secondary school ready). Improved maths scores (Star testing &amp; department tests) for students identified as needing small group interventions.</li> <li>• Breadth of revision strategies at KS4/5: <ul style="list-style-type: none"> <li>◦ Targeted</li> <li>◦ Invitation</li> <li>◦ Bespoke</li> </ul> </li> <li>• Utilisation of the school led tuition fund</li> </ul>	<p>EEF Supporting school planning guide:</p> <p>The EEF's Impact of COVID-19 on Learning and School Starters reports have highlighted clear evidence that pupils' learning in both literacy and mathematics has been adversely impacted by the many challenges posed by the pandemic. Some research also shows that disadvantaged pupils have fared worse than their classmates, causing a historic gap in attainment to further widen.</p> <ul style="list-style-type: none"> <li>• Use diagnostic assessment to build on pupils' existing mathematical knowledge and understanding.</li> <li>• Use tasks to address pupils' misconceptions, providing examples and non-examples where appropriate.</li> <li>• Teach pupils strategies for solving problems</li> <li>• Use high quality structured interventions to provide targeted support</li> <li>• Support pupils with maths at points of curriculum transition: for example, there is a dip in mathematical attainment between primary and secondary school</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">School Planning Guide 2022-23.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Interventions will be tracked and assessed for effectiveness using Provision Mapper.</p> <p>Improved Star Maths scores, teacher assessment and department test scores.</p>	<p>1, 3, 4, 10</p>
<p>Sixth form Interventions:</p> <ul style="list-style-type: none"> <li>• Year 12 academic writing support: Program of instruction on academic writing given to all essay-based study students. Gap identified in lack of examination practice.</li> <li>• Year 12 scientific writing support: Program of instruction on academic writing given to all science-based study students. Gap identified</li> </ul>	<p>Academic writing covers a range of subjects and it a very important skill for A-Level covering essays, reports, presentations and research papers.</p> <p>Scientific writing the ability allows students to effectively communicate research findings and is crucial for success in scientific subjects. This is specifically important for subjects such as Biology, for long answer questions.</p> <p>Both writing techniques are increasingly important at A-Level to improve outcomes for students. In order to ensure a consistent approach that can be used across subjects, there is a need to teach these as discreet skills.</p> <p>Retakes:</p>	<p>1, 3, 4, 7, 10, 11</p>

<p>in lack of examination practice.</p> <ul style="list-style-type: none"> <li>Maths and English retake tuition: 2 classes Mathematics, 1 English class. Retake in November examination series and then provision continued for those still under threshold</li> <li>Maths A-Level pre-teach support group – 1 lesson per week for LPA students</li> </ul>	<p>Attendance of students to bespoke sessions.</p> <p>Progress in assessment checks and final outcomes.</p> <p>Group size 3-5 max – in order to ensure delivery by subject specialists and maximise personalization of learning.</p> <p>Last year 100% pass rate by the end of Year 13.</p>	
<p>Bespoke Provision:</p> <p>Member of staff with ownership and responsibility to monitor attendance and approve provision.</p> <p>Implement bespoke provision timetables for students unable to attend school full time (e.g. illness etc.):</p> <ul style="list-style-type: none"> <li>Record provision details, including SOW</li> <li>Record attendance and progress</li> <li>Review provision half termly</li> </ul> <p>Plan for and implement bespoke provision timetables for students that are unable to access a full academic timetable in school.</p> <ul style="list-style-type: none"> <li>ASDAN/Life skills</li> <li>Work placements</li> <li>College placements</li> </ul>	<p>Ensuring a good education for children who cannot attend school because of health needs.</p> <p><a href="https://publishing.service.gov.uk">Additional health needs guidance (publishing.service.gov.uk)</a></p> <p>School utilises Suffolk quality assured alternative provisions. These are monitored and reviewed regularly in accordance with the DfE statutory alternative provision guidance.</p> <p>ASDAN / Life Skills:</p> <p>We offer this adaptation to the timetable for those students who find school very difficult to ensure they experience success and achieve in a realistic and useful way. These students may have SEN needs or behavioural issues, find academic learning very difficult or are those who need to build confidence and self-esteem through their learning journey. The course also helps to boost academic attainment and reinforces core skills. These students benefit from the additional support and the smaller groups to learn skills that will boost their confidence , have a hugely positive impact on their outcomes and be transferable to post 16 opportunities and for life.</p> <p>"ASDAN's mission is to engage young people aged 11 to 25 years in greatest need to achieve meaningful learning outcomes, which elevate them to go on to further education, training or work, and empower them to take control of their lives."</p>	<p>1, 3, 5, 6, 8</p>

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

Budgeted cost: £ 119,688


Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Whole school reading strategy:</p> <p>Set text for all Year 6-7 students. Reading expectation set, common purpose of all Year 6 students, text chosen for social and emotional connection on Year 6 transition.</p> <p>Improved reading of students. Greater access and profile of reading across all years:</p> <ul style="list-style-type: none"> <li>• STAR testing for all Year 7 &amp; 8 In conjunction with KS2 tests, used to identify students' ability profile and support need)</li> <li>• Accelerated reader program for Years 7 &amp; 8 to encourage reading and challenge.</li> <li>• KS3 library lessons to encourage engagement</li> <li>• KS3 class readers</li> <li>• Yrs 7 – 10 wider reading &amp; vocabulary, discussions-based comprehension and summary skills through Register &amp; Read. Also encouraging oracy skills. Linked to class reader texts at KS3 to develop links to wider world. Year 10 inclusion of different media to encourage</li> </ul>	<p>Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older.</p> <p>Thinking Reading – James &amp; Dianne Murphy</p> <p>In the GCSE English curriculum students need to read and understand non-fiction. This is the case for a number of other courses too. Therefore, we need to increase the opportunities for students to have access to non-fiction literature. This is also an ideal opportunity to make links to the real work and current affairs.</p> <p>From KS2 SAT's question level analysis, 3 skills were identified as areas that our students need to improve upon:</p> <ul style="list-style-type: none"> <li>• Summarise</li> <li>• Make comparisons</li> <li>• Discussions</li> </ul> <p>These are also important skills that will be needed across multiple subjects.</p> <p>Modifications to the curriculum to make it richer and allow for building of analysis skills.</p> <p>Strategies such as register and read. Promotion of cross-curricular reading etc.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/vocabulary-enrichment-intervention?utm_source=/projects-and-evaluation/projects/vocabulary-enrichment-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voc">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/vocabulary-enrichment-intervention?utm_source=/projects-and-evaluation/projects/vocabulary-enrichment-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voc</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-</a></li> </ul>	<p>1, 3, 4, 5, 7</p>

<p>curiosity and understanding of the wider world.</p> <ul style="list-style-type: none"> <li>Wider reading of texts across the curriculum. E.g. Year 8 deep text</li> <li>Year 12 subject reading books: <ul style="list-style-type: none"> <li>Access to reading material for all students</li> <li>Promotion of wider academic reading and discussion</li> <li>Aspirational reading</li> </ul> </li> </ul>	<p><a href="#">reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=accel</a></p> <ul style="list-style-type: none"> <li><a href="https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-knowledge-based-education#:~:text=A%20knowledge%2Dbased%20curriculum%20is%20about%20harnessing%20the%20power%20of,plans%20and%20generating%20better%20assessments">https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-knowledge-based-education#:~:text=A%20knowledge%2Dbased%20curriculum%20is%20about%20harnessing%20the%20power%20of,plans%20and%20generating%20better%20assessments</a></li> <li><a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-what-do-we-mean-by-knowledge-rich-anyway">https://educationendowmentfoundation.org.uk/news/eeef-blog-what-do-we-mean-by-knowledge-rich-anyway</a></li> </ul>	
<p>Improved attendance across disadvantaged students. Employment of full-time attendance officer.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>New attendance policy</li> <li>Looking at gaps and analysing</li> <li>HOY target groups</li> <li>Termly focus week: <ul style="list-style-type: none"> <li>Monitor</li> <li>Reward</li> <li>Intervene</li> </ul> </li> </ul>	<p>A student that achieves 80% attendance over the 5 years would miss an entire school year.</p> <p>Good attendance leads to;</p> <ul style="list-style-type: none"> <li>Better grades = More confidence in interviews/ advantages over other candidates/ shows good work ethic etc.</li> <li>Stronger relationships with peers and adults</li> <li>More confidence socially, emotionally = better overall wellbeing</li> <li>Greater potential wage in the workplace</li> </ul> <p>More choices available to them regards their future endeavours</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendan">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendan</a></p>	9
<p>Parental engagement</p> <p>Improved parental attendance at parents evening and other key events in school. Blended approach taken with mix of face to face and virtual session. Promotion of positive home/school communication via links with key contacts (SSO) Monitoring attendance at events such as parents evening, using sign in sheets. Parents evening follow up – discussion with PP parents to find out reasons for any non-attendance. Check Parentmail before events for sign up, contact</p>	<p>Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement. (NFER)</p> <p>Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).</p> <p>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	8



<p>parents to see if they need support getting there.</p> <p>Improved understanding and increased parental engagement in literacy and maths. Year 7 information evening for literacy &amp; maths. Parents information evening (mid-September) – parent-mail request place &amp; register:</p> <ul style="list-style-type: none"> <li>• Accelerated reader</li> <li>• Homework</li> <li>• Knowledge organisers</li> <li>• Literacy skills</li> <li>• Maths skills</li> </ul>		
<p>A more consistent approach to behaviour issues that impact learning outcomes across the whole school. A new behaviour policy was introduced in September 2019 across all year groups. Main points include:</p> <ul style="list-style-type: none"> <li>• Greater emphasis on positive rewards reflecting 3B's</li> <li>• 'Onsite, Out of sight' policy in regard to mobile phones.</li> <li>• On the day detentions for both serious behaviour (red card) and LLD (yellow card).</li> <li>• Attendance will be monitored at the gate and free time removed.</li> <li>• Greater focus on uniform and equipment infringements</li> </ul> <p>Build upon the success of this behaviour strategy with continued tightening of expectations:</p> <ul style="list-style-type: none"> <li>• Clarity on recording</li> <li>• Next wave repeat offenders (think and reset) strategy</li> </ul>	<p>The Longitudinal Study of Young People in England found that young people are more likely to do well at GCSE if the young person him/herself avoids risky behaviour such as frequent smoking, cannabis use, anti-social behaviour, truancy, suspension and exclusion. Therefore, we have a duty as a school to try to be consistent and focus on these issues.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	2, 3
<p>Better provision for the management of mental health issues within school.</p> <p>Whole school approach to positive mental health to be embedded. Use of Dr Hazel</p>	<p><a href="https://www.kesgrave.suffolk.sch.uk/well-being/">https://www.kesgrave.suffolk.sch.uk/well-being/</a> Our 6 strands to 6 strand model well-being are:</p> <p>Be Connected</p>	1, 2, 3, 6, 8, 10, 11



<p>Harrison to support the model. Approach woven into pastoral, PSHE and whole school culture. Promotion of a common language around positive mental health and well-being.</p> <p>School to employ five Emotional Literacy Support Assistants (ELSAs) from Sept 2022</p> <p>They will meet with students who suffer from mental health issues that affect their learning, such as anxiety. They will also be trained mental health first aiders and will have a designated place of contact within the school.</p> <p>Employment of:</p> <ul style="list-style-type: none"> <li>• Counsellor, 1 day per week</li> <li>• Art therapist</li> <li>• Ukrainian speaking councillor</li> </ul>	<p>Be Energised</p> <p>Be Positive</p> <p>Be Here</p> <p>Be Open</p> <p>Be Generous</p>  <p>EEF- Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes.</p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice  <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>Focussed pastoral support is crucial in getting the best out of students who may not have had consistent adult support at home (CIC, AFC)  <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p>	
<p>Wider coverage of pastoral support</p> <p>Changes to the position and access to pastoral support across the school (new office arrangement, tutor group clusters)</p> <p>Further pastoral support</p> <p>Extra Student support officers employed to ensure one SSO per year group (7 to 11) and one SSO in sixth form.</p> <p>Allowing point of contact for parents to build positive home/school relationships.</p>	<p>Behaviours and attitudes of students  <a href="https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/">https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/</a></p> <p>Analysis of student need.</p> <p>Review of stretch of team (in comparison to challenges faced in 2020-21 from this)  <a href="https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/">https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/</a></p>	<p>1, 2, 3, 6, 8, 9</p>

Allowing non-teaching staff to play key role in those students with the most pastoral need		
Improved understanding of jobs/careers, pathways and opportunities for students. Insight lectures Work Experience Day in the world of work Careers assemblies Uni Trip for year 9s Wider trips	Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (OFSTED)	3, 7, 11
Improved access to resources and opportunities for expand cultural capital. Funding for: <ul style="list-style-type: none"> <li>• Educational trips,</li> <li>• Resources such as books, revision guides</li> <li>• Laptops &amp; chrome books</li> <li>• School uniform (nearly new shop)</li> <li>• Music lessons</li> </ul>	Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (OFSTED)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	3, 7, 11

**Total budgeted cost: £ 1,010,501**

## 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 2022 to 2023 academic year.

Last academic year saw grade boundaries move again, this time a lot closer to pre-pandemic levels. This has had an impact on overall results, however we are still seeing improvements for our pupil premium students, especially when we dig a little deeper.

#### Externally Validated Data

Student group	2017	2018	2019	...	2022	2023
Progress 8	-0.4	-0.27	-0.28		0.22	-0.01
P8 for PP students	-1.18	-1.36	-1.11		-0.23	-0.73
Gap (all – PP)	-0.78	-1.09	-0.83		-0.46	-0.72

- The above data included 4 students that did not attend school due to medical, social care and mental health reasons. When removed from the overall data, the P8 for PP students was  $-0.45$ , the Gap was  $-0.44$
- A further 5 students did not have all of the P8 buckets filled. When removed from the overall data, the P8 for PP students was  $-0.35$ , the Gap was  $-0.34$

Given the national picture of a potential widening of the gap (due to COVID), this evidence is particularly positive. We have seen real success stories with individual students that needed a holistic and bespoke approach.

Last year's Year 11 were the second cohort to start at KHS where we shifted from a mostly KS4 interventions strategy to a focus on a clearly defined plan to identify and reduce the attainment gaps right from the start of year 7. Our intention to initially concentrate our efforts on Literacy and Numeracy have helped students to access a wide curriculum later in their education, with the vast majority undertaking a set of EBacc subjects at KS4. The results in 2020 were our first cohort where there was a change in expectation for all students to be studying an EBacc compliant curriculum. As these results and the results in the following year were both CAG's it has been difficult to quantify the impact of such a broad and aspirational curriculum.

Results in both Maths and English were the strongest for many years, 64% of PP students achieved Grade 4+ in Maths and 58% in English.

## **Teaching and Learning Strategy**

Quality teaching and learning is at the very heart of our disadvantaged strategy, a continued commitment to raising the standard of teaching, focussing on our 6-core principle of learning ensures a consistent approach and methodology to teaching at KHS. Every teacher takes part in research, allowing for the development of skills such as metacognition, recall and high-quality feedback. Although teachers retain autonomy over the lessons, there is a unilateral agreement that lessons will include these key components that make learning accessible for all students.

Our commitment to ensuring a quality education for all, also encompasses a review of our KS3 scheme of work and rework of whole school assessment. Work was started in September 2020 with stretch and challenge and then identifying post COVID gaps at the forefront. Our goal to fill gaps in knowledge and skills but to also maintain a breadth of subject that did not limit aspirations has been paramount. Ensuring that subjects are focusing on the Intent, Implementation, and Impact of their curriculum has provided the opportunity to promote discussion and plan for a more stretching curriculum that better prepares students for KS4, KS5 and assessments in general.

Work has continued this year in this area, with KS3 assessment weeks and the introduction of revision resources and information evening for parents. These have helped to ensure that academic progress and excellence is a key area of focus from Year 7 onwards.

## **Focus on Literacy, Numeracy and Measuring Impact Early**

The formation of a dedicated and permanent TLR team to oversee the creation and implementation of our disadvantaged strategy has meant that we have a greater ability to oversee wider ranging testing and interventions. This has allowed us to have an earlier impact.

Our strategy of using Star testing for Reading and Maths, has allowed us to identify students that need interventions earlier. This has been particularly useful during the two years where there was no KS2 SATs, and we had little information coming to us from primary schools. Our interventions, especially for literacy have become more wide ranging over the past 3 years. We not only offer interventions for those that leave primary school with previously identified weaknesses, but for everyone that is currently below their expected levels.

**STAR Reading Results**

Category/Level	Sep-19	Sep-20	Sep-21	Sep-22	Category/Level	Sep-19	Sep-20	Sep-21	Sep-22
Above Benchmark	19%	19%	18%	13%	Benchmark & Above	81%	80%	71%	73%
Benchmark	62%	61%	53%	59%	Below Benchmark	19%	20%	29%	27%
On Watch	15%	12%	21%	17%					
Intervention	1%	4%	7%	6%					
Urgent Intervention	2%	4%	1%	4%					

Last academic year there was a very slight rise in literacy levels of Year 7, however the number below benchmark was still significantly higher than we had seen in the past, and the number of above benchmark readers had also dropped. We therefore had to implement a variety of intervention strategies including:

- Hiring an intervention specialist to prioritise short term literacy work
- Additional literacy for the urgent intervention students
- 1-2-1 and small group literacy work with our literacy specialist - Intervention
- 1-2-1 and small group literacy with TAs - On Watch

- *Reading with Peer Mentors and Sixth form students – higher On Watch*

*Extra literacy has had a really big impact with a number of students making really good progress. Some students have also been identified for further testing with learning support. These are students that we may have missed in the past.*

*We have seen many students attending additional literacy making reading progress through the year. More students have been added to this group throughout the year, some because of Star Assessments, others due to Learning Support or HOY request.*

*The 'On Watch' intervention groups have been going ahead with TA's, 6th form students and Peer Mentors. These have been working quite well and are overall having a positive impact.*

*The maths data for the year 7 cohort showed a dip in the last two years, coinciding with COVID.*

**STAR Maths Results**

Category/Level	Sep-19	Sep-20	Sep-21	Sep-22	Category/Level	Sep-19	Sep-20	Sep-21	Sep-22
Above Benchmark	19%	19%	18%	13%	Benchmark & Above	81%	80%	71%	73%
Benchmark	62%	61%	53%	59%	Below Benchmark	19%	20%	29%	27%
On Watch	15%	12%	21%	17%					
Intervention	1%	4%	7%	6%					
Urgent Intervention	2%	4%	1%	4%					

*To identify gaps in knowledge from COVID, every student completed a baseline test with full QLA. The department has developed a consistent approach to revision, recap and recall with starter activities. Regular assessment with QLA was then used to track, monitor & inform teaching.*

*Star data cross-referenced with the maths baseline test data was used to sort the students into sets. An extra class was created so that class sizes are reduced. Student identified as needing extra support were given registration time interventions with specialist TAs led by the numeracy lead.*

## **Reading**

*Our reading strategy has continued to develop from initially focussing on Year 7 and 8 to widening this over the past few years to include KS4 with the roll-out of 'register and read'.*

*We are continuing to use Accelerated reader for year 7 and 8 as well as some year 9 attending extra literacy. This year we have seen the introduction of library lessons, this has helped reduce the number of students not engaging with reading as well as provided a mechanism for English teachers to be able to recognise and reward effort. Towards the latter half of the year we also introduced class reader books in registration time for Year 7 and 8. We had great feedback on this from form tutors as they felt that students were much more engaged that they had been with silent reading. It also allows for the teacher to read to the class.*

*The 'register and read' initiative continues to be successful, allowing students the opportunity for more reading as well as improving oracy and comprehension skills. Although there is no quantitative data for this, the feedback from tutors is overwhelmingly positive. A breadth of reading material has been used, subjects are able to provide texts and form tutors are encouraged to use their own pieces should they wish.*

## **Recording and Sharing Information**

*Our understanding of disadvantaged students and their needs has continued to develop especially with the use of Edukey. This has enabled us to share information, record interventions and identify key groups of students. Teaching, as well as administration staff, now have a clearer understanding of how to help support the education of our disadvantaged students and we have moved away from a “throw resources at the problem” culture towards providing a more holistic and individualised approach. Information sharing during PD days, developing mentoring relationships and engagement with parents have given us the opportunity to modify our provision to support the changing educational landscape and socio-economic climate. Staff ownership and responsibility for the progress of disadvantaged students has seen a marked improvement, evidenced by teacher reflections post external assessment, department reviews and raising standards.*

*During COVID the need to maintain contact and provide a much needed home-school lifeline was incredibly important, this was achieved by mentors calling home and speaking with both students and parents to offer support. Letters of achievement and encouragement were also sent based on lesson interaction assessed by staff. We invited at-risk students into school during lock-down to ensure a continued engagement with education. We had teaching staff on hand to help support online lessons and we provided both DfE funded laptops as well as community donated laptops to anyone that needed technology at home to access learning. As a teaching staff, the need to identify and plan lessons for all key groups is still a key focus area.*

## **Broader Mental Health**

*Our mental health strategy, including the employment of more SSO's and the increasing number of trained ELSA has allowed us to engage in more small group and one to one support for students that need mental health support. However, the roll-out of the 6-strand model has increased awareness surrounding positive mental health and provided a vehicle to start discussions with both students and parents. The inclusion of this topic in PSHEE across all year groups is helping to ensure a consistent and positive message, addressing misconceptions, and demystifying it. All students know how to access help within school and are able to articulate positive mental health goals. The positive relationships that are being built between SSO's and families further support this outside of school and regular contact is made where needed.*

## **Cultural Capital**

*This year there has been more emphasis on cultural capital and funding wider curriculum activities. We have seen an ever widening of the socio-economic gap that will continue to keep getting bigger. This has had the impact that we are seeing a greater need to provide financial help and support for resources and trips. The biggest increase has been seen in the need for help purchasing uniform. We have had a second-hand uniform shop, selling high quality uniform items in place for a number of years. This is now available to families free of charge, where the need arises. We have also purchased vouchers for our two main school uniform shops as well as PE kit suppliers and given these to families upon request. To address some of the cultural capital inequalities we have also aided in terms of school trips and activities week, although we are in the early days of returning to normal post COVID, trips are returning to the curriculum albeit sometimes in a different format. We have changed our policy surrounding the advertising of school trips to ensure that all students have equal access, no longer on a first come first served basis. Having a single point of contact regarding pupil premium (email) and a year group specific member of staff, now means that families can contact us with any requests and know that they do not have to explain difficult circumstances and their child(ren) will not be singled out. This has been a great achievement in ensuring families feel supported and not stigmatised.*

## **Parental Engagement**

*In the last few years attendance at parents evening has dropped. During COVID we moved to a virtual parents evening system and although we are still utilising this going forward, we are implementing a mixed face to face and virtual program of events. For the last two years, every year group had at least one face to face information evening, providing the opportunity for families to hear from the head teacher, head of year and form tutors. The disadvantaged and SEND coordinators also attended each of these events for any families to make contact where needed.*

## **School-Led Tuition**

*As a school we engaged with school led tuition for the second year. Several students across years 9, 10 and 11 were identified as needing interventions due to COVID gaps. We employed a mix of school led, teacher tuition as well as utilising tuition from a national tutoring partner – MyTutor.*

- *Number of teaching staff: 50*
- *Staff Hours: 695*
- *Number of MyTutor groups: 30 (3:1)*
- *MyTutor Hours: 340*
- *Students: 448*
- *Student hours: 4973*

*A variety of subjects were involved in this scheme, most sessions were small group led by an experienced teacher and were bespoke to the needs of the students. For English Language and Maths, MyTutor was primarily used and students identified as having knowledge gaps were grouped accordingly. They were then invited to a series of small group (3:1) online sessions focussing on individualised content. The feedback from these sessions was mostly positive although not always fully attended by students.*

*We will continue to offer a hybrid approach in 2023/24.*

## **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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader, Star Testing	Renaissance
Flash Academy	Flash Academy
Provision Map	Edukey

Should we mention the MyTutor used for Maths/English in this table?

## Further information (optional)

*Overall, the 3-year pupil premium strategy has seen some great successes and has laid the foundations for some further development. These last few years have provided us with some demanding situations to manage that were not foreseen however we will continue to deal with the ramifications for some time to come. This coupled with the economic crisis, means that more and more students and their families will become disadvantaged.*

*To plan for this, we have built our new strategy on the successful foundations that we have already laid. Our plan is to continue to build and refine, strengthening the quality of teaching and curriculum, providing opportunities for assessment and high-quality feedback. We recognise the need for and importance of well-planned and targeted interventions across all key stages. However, students need to be in school and in lessons to take advantage of these benefits, so a renewed focus on attendance and behaviour, promoting improvements, rewarding and recognising achievements is essential. Building great relationships with families through SSO's, HOY teams and the PP team is also important to providing the holistic and individualised support structure some of our young people need. Our successful reading strategy will also be expanded to cover KS5, recognising the importance of reading to be successful at all stages of education.*