

## The King's CE School Disadvantaged Strategy 2020-23



- **2022/23 Pupil Premium Strategy**

- ✚ **Curriculum Expectations**

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

- **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

- **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

- ✚ **Looking Ahead: Pupil Premium Strategy 2022/23**

Our Pupil Premium Strategy is reviewed annually and the impact on individual pupils' educational attainment, as a result of Pupil Premium expenditure and our strategy, is measured, monitored and evaluated. This enables us to ensure that year on year, support systems and processes are in place to improve and accelerate progress and academic achievement for individual pupils. Continual review ensures we are always developing and evaluating programmes and initiatives which will support the engagement and involvement of disadvantaged pupils most effectively.

We recognise that the disruption to our disadvantaged pupils' education from their extended time outside of the classroom will, for many, have increased the attainment gap between their non-disadvantaged peers. However, we also know that our pupils will require additional support, other than academic intervention, to support them with their return to education.

- **Barriers Analysis**

Identifying key barriers to learning for our Pupil Premium pupils since returning to school has been critical to informing our Pupil Premium Strategy 2022/23.

- **SEND/Disadvantaged Crossover**

Our school has a significant amount of SEND pupils within our disadvantaged pupils' group and this can also mean that low attainment is difficult to address because there are multiple barriers to learning. It is, therefore, important that this strategy is used in combination with the work the school is doing to improve SEND provision and achievement.

All teaching staff are aware of the EEF Guidance Report on Special Educational Needs in Mainstream Schools and other related documents to be found at <https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>. Following this guidance is crucial in planning provision for disadvantaged pupils who also have SEND.

- **National Tutoring Programme**

The school worked with the National Tutoring Programme last year and are planning to employ Professional Mentors to support small groups of PP pupils in Maths, English and History. These interventions are tracked and monitored.

The National Tutoring Programme will support our three waves of PP intervention: Wave 1- Quality First Inclusive Teaching, Wave 2- Small Group Intervention and Wave 3- Individualised 1-2-1 PP support.

- **Parental Engagement**

Significant progress has been made during last academic year with regard to strengthening relationships with our PP parents and carers and we are embedding our new virtual system (School Cloud) to support conversations in this area. This academic year we aim to continue to build upon this work and encourage and empower our parents/carers to work with the school to further support their children's learning through providing targeted parent sessions and online resources.

## The King's CE School Pupil Premium Strategy 2020-2023

### Rationale

The EEF warns lockdown could undo decade of progress in tackling attainment gap. An analysis by the Education Endowment Foundation (EEF) has warned that schools' closures during the Covid-19 pandemic was likely to reverse all progress made to narrow the attainment gap between disadvantaged pupils and their peers since 2011. Between 2009 and 2019, the attainment gap by the end of primary school is estimated to have narrowed from 11.5 months to 9.2 months. However, the EEF analysis said its median estimate was that the gap could widen by 36% as a result of school closures. The EEF called for urgent and sustained support to help disadvantaged pupils catch up. However, the Foundation said that the damage would not be undone "even if the strongest mitigatory steps are put in place".

In a recent report entitled 'Social Mobility and Covid-19: Implications of the Covid-19 crisis for educational inequality' (April 2020) by Dr Rebecca Montacute, she states,

**"Even if all possible steps were taken to minimise the impact of school closures on the attainment gap, having students away from school for a long period is likely to have a substantial impact on attainment, especially for those from the most disadvantaged backgrounds".**

Therefore, outcomes for disadvantaged and vulnerable cohorts is a priority for our school over the next three years.

### Proportion of Disadvantaged Pupils at The King's CE School

In January 2019, for all school types, 15.4% of pupils were eligible for and claiming free school meals. This is the highest proportion since 2014. In primary schools 15.8% of pupils are known to be eligible for and claiming free school meals and 14.1% in secondary schools <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

In 2018 24% of pupils nationally were eligible for FSM6+ and in 2019 23% of pupils nationally were eligible for FSM6+. We currently have 48% pupils eligible for FSM6+, which places our school in the top 5 secondary schools in Wolverhampton.

The King's CE School has proportionally more pupils eligible for FSM6+ than national when analysed through the published Inspection Data Summary Report (IDSR) for proportion of pupils who are eligible for FSM6+.

### The purpose of this strategy is to:

- Ensure that the needs of all pupils who are disadvantaged are met effectively so that the attainment and progress gaps between disadvantaged and non-disadvantaged students and pupils closes.
- Ensure that all pupils who are disadvantaged are well prepared for successful entry into further and higher education institutes, including Russell Group universities and high-quality apprenticeships.
- Ensure that no pupil leaves our school Not in Education, Employment or Training (NEET).
- Detail the monitoring and evaluation processes the school will use to ensure gaps of underachievement narrow.
- Identify the roles and responsibilities of key staff involved in ensuring gaps of underachievement narrow.
- Meet statutory obligations in relation to pupil premium expenditure.

## **A 'Tiered Approach' (EEF-2020) to The King's CE School Pupil Premium Strategy**

The King's CE School implements a tiered approach to its PP strategy in line with current EEF (2020) guidance. The Pupil Premium Strategy for 2022/23 is focussed on ensuring all PP secure the best possible outcomes and will use the following Key Performance Indicators (KPIs) to guide our strategy.

- **KPI1: Securing the progress of targeted learners through Quality First Inclusive Teaching for all.**

All of our staff will adhere to the following 'quality first' principles to support our pupils:

- Know the disadvantaged pupils in their classes
- Set appropriate seating plans
- Plan effective behaviour management strategies
- Target underachievement for intervention
- Remove barriers to learning

- **KPI 2: Using specialist or specific targeted academic support to improve overall provision,**

- Highly qualified academic mentors working with small groups of KS3/4 pupils.
- 1:1 and targeted small group support for Year 11 pupils.
- Significant support with digital technology.
- Further development of our metacognition and self-regulation strategies.
- Small classes for lower ability groups who require this most.
- Free provision of exam revision materials and other equipment for learning.
- Reading strategies, increased testing and development

- **KPI 3: Minimising the impact of barriers to learning and promoting cultural capital (early intervention and prevention) through a focus on wider strategies**

- Further support with transport and uniform costs where required.
- Greater focus on our mental health support and Citizenship PSHE provision.
- Structured support courses that could include counselling and mentoring.
- Outdoor learning and support
- Further strengthening our parental support and guidance.
- Development of pupils' social and emotional learning.
- Specialist staff to support pupil attendance & welfare issues.

Pupil premium strategy statement- The Kings CE School, Wolverhampton

1. Summary information					
<b>School</b>	The Kings CE School, Wolverhampton				
<b>Academic Year</b>	2022/23	<b>PP budget</b>	£235000	<b>Date of most recent PP Review</b>	Nov 22
<b>Total number of pupils (Yr 7-11)</b>	Sept 22 – 612 Sept 21- 588 Sept 20- 557 Sept 19- 553 Sept 18 – 573	Number of pupils eligible for PP Oct 21- 253 (48%) Sept- 20- 301 (54%) Sept 19- 265 (48%) Sept 18 - 269 (47%)		<b>Date for next internal review of this strategy</b>	April 23

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>
<b>Progress 8 score average (from 2015/16)</b>	-1.05	-0.82
<b>Attainment 8 score average (from 2015/16)</b>	40.3	42.27
<b>Progress 8 score average (from 2016/17)</b>	-0.42	+0.1
<b>Attainment 8 score average (from 2016/17)</b>	41.26	48.76
<b>Progress 8 score average (from 2017/18)</b>	-0.47	-0.16
<b>Attainment 8 score average (from 2017/18)</b>	36.1	49.8
<b>Progress 8 score average (from 2018/19)</b>	-0.48	+0.047
<b>Attainment 8 score average (from 2018/19)</b>	41.78	45.91
<b>Progress 8 scored average (from 2021/22)</b>	-0.81	+0.07
<b>Attainment 8 score average (from 2021/22)</b>	45.97	46.08

## 2020/21 Exam Analysis

### Pupil Premium Analysis:

- There were over 10% more pupil premium pupils than non-pupil premium pupils in the cohort; 57% PP compared to 43%.
- 57% of the Pupil Premium pupils were boys.
- The pupil premium gap is narrower than the gender gap.
  - A gap in the attainment of Non Pupil premium to pupil premium of:
    - 3% at 4+ (compared with 9.8% 2019/20)- 36% of non PP attained 4+ compared to 33% of PP)
    - 7% at 5+ (compared to 9.1% 2019/20)- 23% of non PP attained 5+ compared to 16% of PP)
- The biggest gaps in pupil premium and non-pupil premium attainment is at 5+ in Maths & 4+ in English;
  - 7% gap in attainment at 5+ in Maths (29% Non PP cf 21% PP)
  - 6% gap in attainment at 4+ in English (44% Non PP cf 38% PP)
- Although, 1% gap in attainment 4+ in Maths compared to 7.7% in 2019/20- 38% Non-PP of 37% PP)

Even though there is a larger gap in outcomes between Pupil Premium and Non Pupil Premium, the English outcomes are again higher for pupil premium than for maths. 44% (66% 2019/20) of pupil premium pupils attained a 4+ in English compared to 37% (54% in 2019/20) in Maths. This represents a 7% gap, compared with a 10% gap in 2019/20.

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<p><b>Issues identified from September 2020 and 2021 as barriers to learning (e.g: curriculum gaps/ wellbeing) and grouped in key areas:</b></p> <p><b>Institutional:</b> <i>Arising from the unresponsiveness of our institution or lack of flexibility in the provision on offer, such as content of provision and scheduling of information evenings.</i></p> <p><b>Dispositional:</b> <i>relating to the attitudes, perceptions and expectations of the pupils, such as lacking confidence, interest and engagement.</i></p> <p><b>Situational:</b> <i>Arising from a pupil's personal and family situation, such as additional responsibilities like caring for siblings etc.</i></p>	
<b>A.</b> (KPI 1&2)	<p><b>Raising Achievement and Ensuring Pupils Catch-up</b></p> <p>National data suggests that pupils who are eligible for PP have been adversely affected by school closures, particularly with regard to their levels of attainment. A key part of our reopening strategy is to ensure that all pupils, particularly PP pupils, are provided with the tools and support to catch-up and make significant attainment progress, in line with their with NPP peers.</p> <p><b>B1:</b> Literacy skills- Reading tests to be completed with all year groups to assess knowledge gaps. Due to lockdown tutor reading programme (DEAR) has not been taking place to full extent.</p> <p><b>B2:</b> Gaps in curriculum as identified by each CTL/ HOF.</p> <p><b>B3:</b> Understanding T&amp;L strategies within the school and national context.</p> <p><b>B4:</b> Gaps in 'careers and further education' advice and guidance.</p> <p><b>B5:</b> Gaps in knowledge that have appeared (as identified through internal assessment in Term1).</p> <p><b>B6:</b> Understanding the ability of our new Y7 intake without SATS scores.</p> <p><b>B7:</b> Ensuring our key groups: SEND, EAL and new arrival pupils are making social, emotional and academic progress.</p>
<b>B.</b> (KPI 3)	<p><b>Digital Technology and Extended Learning</b></p> <p>Completion and monitoring of Extended Learning is inconsistent, particularly for PP pupils; this means pupils in KS4 are unprepared for the quantity and depth of independent work required for success at GCSE level. School survey data indicates that many PP pupils have limited access to effective learning environment at home. Ensuring that pupils are provided with the digital tools to access EL is a priority for the school. The Maths Sparx programme which the school has invested in is being well utilised to support this and sessions are offered at lunchtimes in school to support pupils who do not have access at home.</p> <p><b>C1:</b> Ensuring all pupils can access online learning at home.</p>
<b>C.</b> (KPI 1)	<p><b>Meta-Cognition and Self-Regulation</b></p> <p>As per EEF (2020) guidelines, promoting meta-cognition and providing pupils self-regulation strategies can support them to make significant progress with their learning. Currently, some pupils lack the skills needed to overcome challenges with their learning build resilience.</p>
<b>D.</b> (KPI 3)	<p><b>Social and Emotional Learning</b></p>

	<p>Ensuring all pupils, particularly PP, are provided with opportunities for reflection, to recognise previous trauma, and develop effective strategies to deal with social and emotional challenges is important to ensuring pupils are engaged and reconnected with their learning. As we return to school these skills will be key to ensuring our pupils are able to support themselves and each other.</p> <p><b>E1: Wellbeing:</b> Concerns around anxiety and safeguarding issues.</p>
<p><b>E.</b> <small>(KPI 3)</small></p>	<p><b>Parental Involvement</b> Strengthening our relationships with parents/ carers will help to support the school's work to improve PP pupils' attainment. There has, at times, been a lack of engagement from parents/ carers with their child's learning which does result in pupils making less progress than others.</p>



4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b> (KPI 3)	<p><b>Behaviour Interventions</b></p> <p>Improve behaviour for learning and engagement of all pupils in all lessons and reduce number of behaviour incidents for pupils; particularly PP pupils.</p>	<p>Proportion of behaviour incidents involving PP students is equal to or lower than proportion of NPP students in the school</p> <p>Total number of behaviour incidents is reduced and the number of PP pupils involved in behaviour incidents is reduced</p> <p>SSR and pupil voice all evidence improved behaviour for learning in all year groups</p>
<b>B.</b> (KPI 1&2)	<p><b>Raising Achievement</b></p> <p>Continue to Improve the attainment and progress for all pupils, particularly PP, and ensure any barriers resulting from the lockdown period have been addressed and overcome through detailed analysis, evaluation and action.</p>	<p>KS3 progress of PP pupils in line with those of NPP pupils and in line with their targets. Progress scores of PP pupils in line with NPP pupils and national averages. Where PP pupils are falling behind, interventions are put in place, recorded and measured, overseen by CTLs, HOY and SLT</p>
<b>C.</b> (KPI 3)	<p><b>Digital Technology and Extended Learning</b></p> <p>Ensure that PP pupils are confident and safe using digital technology at school and at home. Support pupils with accessing online lessons, particularly via Microsoft Teams, and work with PP pupils and parents/ carers to access their Extended Learning via Class Charts so it is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. Class Charts' EL is monitored by all, particularly HOFs. "Extended Learning" measures on reports indicate completion and quality of extended learning is improved.</p>	<p>"Extended Learning" measures for PP pupils show an increased proportion of "greens" to indicate completion is good and deadlines are met.</p> <p>Extended Learning is set, recorded and completed in all subjects using Class Charts. Learning walk, SSR, book monitoring and pupil voice all evidence improved completion of Extended Learning in all year groups</p>
<b>D.</b> (KPI 1)	<p><b>Metacognition and Self-Regulation</b></p> <p>Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" ratio scores improve over time. Proportion of PP pupils retaining their SDfL behaviour points and achieving positive ATL scores increases across the academic year.</p>	<p>Average AtL ratios of PP pupils improve and are in line with non-PP pupils. Average AtL ratios improve for all pupils</p> <p>Proportion of PP pupils continuing into Post 16 education increases. (3yr trend)</p> <p>Proportion of PP students moving on to universities/Russell Group universities increase (3yr trend)</p> <p>Proportion of PP pupils in the 100% SDfL Club increases each term.</p> <p>50% PP aim for all pupil leadership positions.</p>

	Proportion of school leadership positions filled by PP pupils increases. PP pupils are fully re-engaged with their learning.	
<b>E.</b> (KPI 3)	<p><b>Social and Emotional Learning</b></p> <p>Pupils are more confident in expressing themselves and responding/ reflecting on issues in and outside of the school. Pupils will be able to react and adapt to learning challenges more effectively and their resilience to overcome any learning barriers will increase.</p> <p>Improved attendance and punctuality records for PP pupils</p>	<p>Trends show that attendance and punctuality rates of PP pupils are improving and are in line with NPP pupils in the school and national averages for all pupils</p> <p>The percentage of PP pupils who are persistent absentees is reduced</p> <p>Improved attendance and engagement of PP pupils at extra-curricular activities monitored through Class Charts. Rewards to be used to promote engagement.</p> <p>Improved ATL rates across all year groups.</p> <p>Improved pupil voice responses.</p>
<b>F.</b> (KPI 3)	<p><b>Parental Involvement</b></p> <p>Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils. Focused subject interventions to start earlier in the academic year with attendance compulsory for selected PP pupils.</p>	<p>Improved rates of attendance at parents' evenings and other events.</p> <p>Increased parental engagement with school learning systems- Class Charts, VLE etc.</p> <p>All parents to feel supported with regard to speaking with the school to discuss the progress of their child, either at a parents' evening or at a virtual alternative.</p> <p>Parents feel more involved in their child's education as evidenced in parental surveys</p>

5.	Academic year 2022/23	Planned expenditure		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve quality of teaching for all, provide targeted support and wider whole school strategies.				
i: Quality of teaching for all				
Year Group	Desired outcome	Chosen action/approach	Staff lead	When will you review?
Y7-11	D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" ratios are in line with other pupils.	Consistent use of protocol allow pupils to develop their own understanding and include elements of self-regulation (SDfL), metacognition and collaborative learning (as detailed in SIP).	LAN/SUT	
Y7-11	Improved attainment and progress of PP pupils in internal and external assessments in order to continue to reduce attainment gap between PP and other pupils.	Heads of Year to focus on the tracking and monitoring of academic progress identifying links between poor attendance, punctuality, behaviour and achievement.	SUT/LIN/HOY	

Y7-11	<b>C1:</b> Extended Learning completed more consistently and completion viewed as an integral and necessary part of learning. Leaders to monitor Class Charts regularly.	Extended learning is used consistently and effectively to support learning in class and promote independent learning (as detailed in SIP).	KAU	after each data trawl
Y7	<b>B6:</b> To identify the ability of all students so as they can be set in CORE subjects from October 2023	CATS testing for all Y7 pupils	GRE	Nov 23
Y7-11	<b>B1:</b> To track reading ages and highlight the positive impact our literacy strategy is having through implementation of reading tests for all pupils.	Purchase and implement reading tests for all pupils Y7-10	GRE	7+8 implemented tested in Autumn 1 22
Y7-11	<b>B1:</b> The book sets purchased will include BAME authors to ensure a diverse menu for pupils (B Zephaniah/ Limbo Poem example last year). Students will be exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation during lessons and tutors lead on the 15 minute weekly DEAR programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	Purchase additional reading book materials (Wonder) and redesign new library space to broaden menu of books available.		Nov 22 – library space redeveloped
Y7-11	<b>B5:</b> Internal assessments for all pupils in all subjects.	Use this information to inform intervention both in and out of the classroom.	LAN/ GRE	Ongoing, Assessment weeks for all year groups on the calendar

	<b>B3:</b> There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	No pupils to miss learning time; 'protect every lesson' to avoid any further gaps in knowledge.	LAN/SUT	
Y7-11	<b>B2:</b> Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.	LAN/SUT	Dec 22
Y11	<b>B2:</b> Period 7 'Making the Grade' sessions should plug gaps in subject knowledge and prepare students for their examinations (PPEs and summer exams) .	Making the Grade sessions to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching	LIN/KAU	Oct 22
Y11	<b>C1:</b> We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home. Improved attainment and progress scores between internal assessments and November/ February PPEs in Year 11.	Purchase revision guides for all pupils who request additional financial support in all subjects to ensure independent work can be completed at home. 50% subsidy for PP pupils for revision guides to be offered.	KAU/ GAN/LIN	Nov 21

Y7-11	<b>B3:</b> These will support high quality T&L as they will enable staff to model from the front.	Purchase classroom webcams and other tools for classrooms to support the staff.	GRE	April 23
Y7-11	<b>B2:</b> Ensure that the SENECA platform is embedded successfully and monitor the usage across year groups.	SENECA allows for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (PPEs). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.	GRE/ MIT	Reviewed Oct 22 Oct 23
Y7-11	<b>C1:</b> Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (internal assessments/ PPEs)	Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	HOY/ SUT	Oct 23
Y7-11	<b>B3:</b> Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. Embed strategies that allow students' to maximise learning and retain key subject knowledge.	Continue to focus on Rosenshine strategies leading to all students knowing more and remembering more of the common curriculum being taught.	LAN/GRE	Oct 23
Y7-11	<b>B3:</b> School KPD webinars/resources will give teachers access to the very best of what exists across our school. This will lead to the most effective classroom practice being shared and pupil learning optimised.	Sharing of best practice through KPD resources which include a focus on curriculum, T&L, behaviour and pupil premium	LIN	Oct 23
Y7-11	<b>B3:</b> Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. Review of PPE results at class teacher and HOF level to include a PP review. Interventions in lessons and out of lessons to support	LAN/HOF/Class teachers	Exam review meetings Oct 22

<b>Total Cost Allocated from Catch-Up Grant £21,800</b>	<i>Appointment of heads of year</i>	<b>£12000</b>
	<i>PP CPD INSET</i>	<b>£1000</b>
	*CATS testing for all Y7 pupils	<b>£1500</b>
	*Purchase and implement reading tests for all pupils Y7-11	<b>£2500</b>
	*Purchase revision guides Y10/11	<b>£800</b>
	*Purchase classroom webcams and other tools for classrooms	<b>£1000</b>
	*SENECA Subscription	<b>£3000</b>

ii: Targeted support				
Year Group	Desired outcome	Chosen action/approach	Staff lead	When will you review?
Y7-11	<b>B.</b> Improved attainment and achievement of PP pupils, <i>measured across all year groups through teacher assessment (moderated within and across departments, faculties and through school partnerships) and internal and external assessments.</i>	Small group sessions for Year 11 PP pupils with PLC support staff.	HUR/ COX	Dec 22
Y7-11		Small group intensive programme for PP pupils with low attainment in years 7 and 8 – Numeracy and literacy. <i>Catch-up</i> literacy programme to provide intervention through PLC. Direct leadership time from the SENCO to coordinate the intervention program for Y7s who require catch up	COX/SUT	Dec 22
Y7-11	<b>D.</b> Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time		JON/ COX/ KEL	Dec 22
Y10-11	<b>C1:</b> All PP pupils to be able to access revision material.	Revision guides supplemented (and/or printed) for PP pupils.	KAU/GAN	Dec 22
Y7-11	<b>B7:</b> Additional support for identified pupils in lessons.	Additional support provided in lessons by intervention colleagues leading to smaller group tuition.	KEL/ COX	Oct 22
Y10-11		Mentoring and guidance for targeted PP pupils in year 11, including how to manage pressure, expectation and work load in the lead up to exams Underachieving PP pupils in year 11 to have an allocated staff mentor 8/9 Club to support and raise aspirations for most able Y11 pupils targeted 8/9 in Maths/ Eng/ Sci	SUT/ LIN LIN/ KAU LIN	Nov 22 Nov 22 Dec 22



Y10-11	<b>B2:</b> Develop pupils' confidence through delivery of full programme of revision techniques during PSHE sessions.	Teaching revision techniques is a helpful way of preparing students for internal assessments and PPEs. Using experienced APs to deliver revision strategy sessions.	LIN/ GRE	Dec 22
Y9-11	Assistant Principal to have whole school responsibility to co-ordinate PP interventions and support. This will include:	A provision map of interventions, implemented to monitor the effectiveness and value for money of all interventions.	LIN	Apr 23 (PP review to be commissioned)
Y7-11	<b>A2:</b> Provide alternative provision for those pupils who need ongoing, specific support.	Use of school PLC to support with small group interventions. Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.	SUT/ COX/ LIN	Dec 22
Y7-11	<b>C1:</b> Close and systematic tracking of Sparx maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	Sparx maths subscription	EAS	Dec 22 – after trial subscription deal has ended
Y7-11	<b>B5:</b> The students who benefit from the NTP will have their progress tracked at key assessment points such as PPEs.	Access the National Tutoring Program to ensure additional targeted support is put in place for students identified	KAU	Jan 23

<b>Total Cost Allocated from Catch-Up Grant £123,630</b>	<i>Workshops to reduce exam pressure/anxiety</i>	<b>£1000</b>
	<i>Allocated mentor for all PP pupils in Yr 10 and 11</i>	<b>£4300</b>
	<i>Assistant Principal to co-ordinate PP interventions and support</i>	<b>£17,500</b>
	<i>Vice Principal for management</i>	<b>£22,000</b>
	<i>Additional support in lessons resulting in smaller group tuition</i>	<b>£21,000</b>
	<i>Provide alternative provision for those pupils who need ongoing, specific support.</i>	<b>£20,000</b>
	<i>Additional private tuition</i>	<b>£8000</b>
	<i>Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.</i>	<b>£12,000</b>
	<i>Provide SEMH resource base (PLC) for pupils who require targeted support</i>	<b>£7,875</b>
	<i>*Direct leadership time from the SENCO to coordinate the intervention program for Y7s who require catch up</i>	<b>£6955</b>
<i>*Sparx maths subscription</i>	<b>£3000</b>	

iii: Wider Strategies				
Year Group	Desired outcome	Chosen action / approach	Staff lead	When will you review?

<i>Total Cost Allocated from Catch-Up Grant</i>		<i>After school and holiday sessions</i>	<b>£2000</b>
<b>£92,185</b>		<i>Subsidise peripatetic music lessons</i>	<b>£20000</b>
		<i>Subsidise visits and trips</i>	<b>£4000</b>
		<i>Commission an external pupil premium review</i>	<b>£800</b>
		<i>Vice Principal to lead on behaviour</i>	<b>£30,000</b>
		<i>Attendance officer</i>	<b>£14,000</b>
		<i>Educational Welfare Officer</i>	<b>£4000</b>
		<i>Parents of PP pupils to be contacted at parent evenings</i>	<b>£6000</b>
		<i>School meals subsidy</i>	<b>£4400</b>
		<i>Additional Counselling and Support Sessions</i>	<b>£6985</b>

Summary Catch-Up Grant Allocation	
Strategy	Cost
Teaching & Whole School	<b>£19,800</b>
Targeted Support	<b>£123,630</b>
Wider Strategies	<b>£92,185</b>
<b>Total</b>	<b>£235,000</b>