

Pupil premium and Recovery Premium strategy statement (secondary)

1. Summary information						
School						
Academic Year	2023/24	Total PP and RP budget	PP = 627,487		Date of most recent PP Review	1/09/23
Total number of pupils	1768	Number of pupils eligible for PP		566	Date for next internal review of this strategy	Feb 2024
2. Previous Years' attainment 2022-23						
				Pupils eligible for PP at Shoeburyness 2023	Pupils not eligible for PP (national average) 2019 (last pub data)	
% achieving 9-4 E & M				34%	64%	
% achieving Double award Science				37%	55%	
Progress 8 score average				-1.01	-0.03	
Attainment 8 score average				31.1	46.5	
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>						
A.	Between 25% and 32% depending on the year group have additional SEN so will receive additional support to ensure they reach their personal targets					
B.	A significant proportion of our PP students are looked after children so will receive additional support to ensure they reach their personal targets					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
D.	Although Pupil Premium attendance is above Pupil Premium attendance nationally it is below other pupils nationally in some years previously and we need to make sure that this cohort is attending to the school target of 96%					
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>					Success criteria	
A.	Pupil Premium Pupils achieve as well as Non-pupil premium Pupils				Pupil premium Attainment 8 the same as Non-pupil premium Attainment 8	

		Attainment 8 matches National Attainment 8
B.	Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium	Pupil premium Progress 8 the same as Non-pupil premium Progress 8 Progress 8 matches National Progress 8
C.	Students not secondary ready are caught up to ensure accelerated progress in KS3 and 4	Pupils meet personal targets in English and Maths at the end of Year 7
D.	High ability Pupil premium make accelerated progress	High ability Pupil premium match progress made by other High ability Pupils

5. Planned expenditure					
Academic year		2023-24			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil premium achieve as well as Non-pupil premium Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium	Academic mentoring each half term by a qualified teacher for years 7-11	Sutton Trust show high impact	Canteen. Mentoring will be monitored and organised by Heads of Year.	Heads of Year (HoY)	Annually HoY to co-ordinate, track and implement. 20% of their TLR x 5 HoYs. = £9000 period 1 tutors not allocated = 10% of teacher's salaries. Ave Salary =£40k with on-costs = £40,000
Period 1 Reading focus for the whole school	Guided reading to support literacy embedded into the P1 curriculum. 25mins of form time reading each week with texts selected by the English dept	Reading will support entry into secondary school and support transition Reading higher level texts and reading collectively will boost comprehension for GCSE papers at the end of KS4	Learning walks Curriculum mapping Line management Pupil Voice	AHT T&L AHT curriculum HoY	Total cost for books = £12,411

Pupil premium achieve as well as Non-pupil premium Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium	Peer academic mentoring by years 12 and 13 each half term of Year 7	Sutton Trust show high impact	Canteen. Monitored and organised by Academic Year Leaders and Head of Sixth Form	Heads of Year	Negligible – part of the HoY and Head of Sixth's salary. Peer mentoring course run through ASDAN £11:35 per pupil x 20 = £227
Raise aspirations as well as achievement of pupil premium pupils	Period 1 Curriculum Assemblies External Speakers and trainers AMA mentoring Cambridge University trip Sixth form Taster days Independent Careers provision for all College Visit to talk to pupils about apprentice routes.	P8 outcomes suggest that there needs to be an ambition curriculum in some form that address pupils desires and aims. We need to make sure that we are supporting their academic curriculum, with a pastoral one that pulls them out of Shoebury. P8 PP students 2019 – the base point for this policy = -0.70 2020 = 0.0 2021 = -0.17 2022 = -0.65 Therefore, we need to maintain this policy.	Sow in place for all year groups for P1 that is monitored by SW SLT delivery of Assemblies AYLs leaders arrange enrichment opportunities Outside Speakers to drive motivation for revision	Heads of Year, Careers Lead	Costed within staffing budget to support learning and each other
Total budgeted cost					61,638
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

PLAC Students not secondary ready are caught up to ensure accelerated progress in KS3	1-2-1 mentoring in Literacy and maths for PLAC students in KS3	Has been successful in previous years.	<p>Mentors embedded in the English and Maths department so intervention matches current needs of Pupil premium students.</p> <p>Monitored by the AHT for wellbeing and inclusion who will review provision for specific pupils</p>	AHT wellbeing and inclusion	<p>Termly assessment data collection – PLAC SPI figures at 0 for all subjects</p> <p>Staffing = £32,025</p>
Improve reading to chronological age – working with Year 7 PP students	Literacy development staff lead reading interventions with target pupils based on their KS2 end data	This strategy has been successful in previous years at raising reading scores and the GCSE outcomes in English Language and Literature.	<p>Literacy lessons built into the English SOW and literacy built into Year 7 Period 1 curriculum– so KS3 co-ordinator for English</p> <p>If reading is not caught up within 2 terms then the pupil is referred to the SENCO.</p>	Heads of Year	<p>Termly review against reading scores.</p> <p>Cost of the Literacy support lead £35,000 with oncosts included</p> <p>Inclusion support £37,649</p>
Accelerate progress of pupils with multiple and extensive barriers to learning	<p>Some pupils have been placed in an intensive literacy and numeracy pathways with low pupil to teacher ratios based on the Primary model to support their transition to secondary school, EHCPs, physical needs, poor literacy, and numeracy.</p> <p>In year 7 = 30 Year 8 = 15 Year 9 = 15 Year 10 = 15 Year 11 = 14</p> <p>Of these 89 pupils 55 are PP students</p>	<p>These pupils require additional support significantly above any possible in “mainstream classes with a multitude of need.</p> <p>This “pathway” system has been supporting those with significant needs for a number of years and it allows them to be successful in a large comprehensive school context.</p>	Highly targeted curriculum delivered by specialist teachers within a learning base. Each specialist base has a Head of Faculty who is responsible for tailoring provision within classes to pupil need.	<p>HOF for Achievement</p> <p>HOF for the Arc</p>	<p>Termly assessment data collection at KS3 and KS4.</p> <p>Proportion of staffing costs for these pathways. Slightly higher than the school % of PP as there are more PP in these classes.</p> <p>100% Achievement = £212,245 Arc = £132568</p> <p>Therefore: 69% of this staffing budgets = £237,920</p> <p>Behaviour support Officer = £36,000</p>

High ability Pupil premium make accelerated progress	Targeted High ability Pupil premium receive an Individual Challenge plan laying out strategies to meet their personal targets in all subjects	AMA pupils are targeted in each year group. This supports them in achieving their challenging targets.	Internal data, boosting progress meetings to monitor impact and implement the new terms interventions	Academic Year leader responsible each year group to focus on the PP AMA provision in their year group	Incorporated above. Moderate admin costs
Attendance of pupil premium matches that of other pupils	Dedicated attendance team	Attendance of pupil premium has improved since this intervention has been in place. Attendance of pupil premium is above pupil premium nationally. PP attendance in 2022-2023 was 89.1%	Internal data, attendance reviews and targets met	Attendance Team of two people	Staffing costs = £93,984

Total budgeted cost £534,216

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast Club provided for all pupil premium pupils All pupils are fed each morning and able to access the curriculum	Breakfast club will be provided for free to all PPP who desire it. 8am -8:25 (Cereal, toast, hot drink)	Increasing numbers of pupil premium students in this school show the financial pressures on the families in our community. It is very clear that students need to eat a nutritious diet to be able to concentrate. Breakfast club may address the lateness and attendance issues being seen nationally of PP pupils.	UPR holder to oversee the delivery and supervise students each am.	FH	Termly for uptake and costings Est budget spend £30,000

Improved mental well-being and behaviour support of targeted pupils	Dedicated Year managers and Counsellors on site	Improved attendance and attainment of individual pupils has been in evidence in the past.	Monitoring by Staff lead and evaluation by students. Increase in attendance and reduction of barriers to learning such as exclusions and acting out behaviours of individual pupils.	Assistant Head teacher Pastoral	Annually 40% of total staffing = £27300
Access to online support for H/W and teaching is possible for all pupils	Access to online website and app provision – address cultural capital deficit with access to support materials outside of school hours Through: BROMCOM/ SAM Learning and the school website	Equality of access required Need to raise % of pupils engaging in offsite work in their homes Issues with access to materials in first lockdown Issues with engagement in first lockdown	HoY to attack engagement statistics HOF to use for H/w tracking and monitoring Class teachers to set h/w and communicate via these methods to parents and pupils Revision exercises and materials used from these apps and sites	HoYs	40% of total spend on these materials = £3000
Pupils revise for year 11 exams in the summer and dec mocks Revision books and work books purchased for Year 11 PP students in core subjects	CGP booklets purchased and given out for free to students.	Students need materials to structure and organise their revision. Simple revision books gather all the course content together in one place for the pupils. The workbooks allow them to structure and actively revise in combination with the revision materials books.	HOF for Core organised the ordering and use of the books in class and hw	HOFs	£7,389
Attendance of PP students increases to NA	Buy into the Southend support package for attendance	Attendance has dropped nationally due to the COVID situation, and we want to be proactive and use every tool to prevent this impacting on our own students.	Deputy Headteacher and attendance team	Deputy Headteacher	£6,000
No pupil should not be able to take part in food technology lessons due to lack of funds or organisation of their home life	Provide all food / ingredients needed to take part in food tech lessons	Experience tells us that the pupils least likely to provide their own ingredients are those who would most benefit. Cost of living crisis in UK today means that pupils are less and less likely to be able to bring their ingredients into school	Oversight on ordering by the technician for Tech Budgeting oversight by finance team Review of purchase orders for best price practice	Head of Faculty	£12,000
No pupil should be unable to come to school or take part in school	Provide uniform and PE kit for those who are unable to do so	Experience tells us that the pupils least likely to provide their uniform and kit	Pastoral Year managers to support families with kit and uniform as	AHT for Pastoral	£5,000

sports due to not having the correct uniform or kit		are those who would most benefit from support Cost of living crisis in UK today means that pupils are less and less likely to be able to bring their uniform into school – we know that this is going to get worse this year	appropriate and after conversations with families		
Ensure high quality teaching for students at all times	Increase access to small group teaching, 1-2-1 catch up and limited cover in the school through additional staffing across the school	EEF focuses much of its research and findings on the provision of the highest quality T&L possible. Through this strategy we ensure that students are taught in smaller groups than the national norm, with occasional small group focused sessions and they rarely have cover from outside of the school when teachers are absence.	HOF ensure that the timetable is created to impact the most on those who need it	Deputy Headteacher	If we just budgeted here for 1 extra maths, English and Science teacher, then that would equal over £100k with oncosts. However, the actual spend for this policy is significantly more than this across the whole staffing budget.
budgeted cost					£60,689
Total Spend					£656,543

6. Review of expenditure

Previous Academic Year		2022-23		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Pupil Premium Pupils achieve as well as Non-pupil premium Pupils	Academic mentoring each half term by a qualified teacher for years 7-11	<table><tr><td></td><td>SHS 2021</td><td>SHS 2022</td><td>SHS 2023</td></tr><tr><td></td><td>PP</td><td>PP</td><td>PP</td></tr><tr><td>A8</td><td>43.22</td><td>37.5</td><td>31.1</td></tr><tr><td>P8</td><td>-0.16</td><td>-0.89</td><td>-1.01</td></tr><tr><td>9-4 Basics</td><td>60</td><td>45</td><td>38</td></tr><tr><td>9-5 Basics</td><td>29</td><td>31</td><td>23</td></tr></table>		SHS 2021	SHS 2022	SHS 2023		PP	PP	PP	A8	43.22	37.5	31.1	P8	-0.16	-0.89	-1.01	9-4 Basics	60	45	38	9-5 Basics	29	31	23	Pupil premium students have performed slightly less well than those that last sat examinations in 2019 at most performance measures including the progress measure. However, progress in both maths and English is better than in 2022. This was due to the 10% drop in English Language nationally. However, in 2023-2024 we will cocentrate on improving the consistency of teaching and learning particularly the modelling and increasing the active participation ratio in lessons.																
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Period 1 Reading focus for the whole school	<p>Guided reading to support literacy embedded into the P1 curriculum.</p> <p>25mins of form time reading each week with texts selected by the English dept</p>		<p>Remodelling of the period 1 curriculum has prioritised wellbeing, learning resilience and raising aspirations. This alongside the period 1 mentoring aims to improve attendance and engagement of pupil premium students. This has increased the impact of the Period 1 curriculum. Further impact will be achieved by ensuring the English faculty tutor year 7 increasing the impact of reading.</p>	
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<p>Pupil premium achieve as well as Non-pupil premium</p> <p>Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium</p>	<p>Peer academic mentoring by year 12 each half term of Year 7</p>		<p>Year 12 tutor groups were paired with year 7 tutor group students to build consistent relationships and raise aspirations of pupil premium students to aim for sixth form. This has started to build a relationship between these students and raise the aspirations of pupil premium students.</p>	<p>none</p>
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<p>Raise aspirations as well as achievement of pupil premium pupils</p>	<p>Period 1 curriculum Assemblies External Speakers And trainers AMA mentoring Cambridge university trip Sixth form taster days Independent Careers provision for all College visits to talk about apprentice routes</p>	<p>Period 1 curriculum was effective and well received on the whole.</p> <p>External speakers for some year groups were received although not as many of these were possible as we would have liked</p> <p>External visits took place to Anglia Ruskin University for three different trips with Years 10, 11 and 12.</p> <p>Sixth form taster lessons were scheduled with Year 8.</p> <p>All pupil premium received their independent careers advice as per a normal year.</p> <p>College visits were supported where possible by relevant staff. Year 11 and 13 leavers forms were completed and careers advice and support was provided on both results days as well as through the Head of Sixth form to support UCAS clearing. Careers assemblies took place in person. The impact of this has been seen in the NEET% of students being 0.6 % of year 11. There are 3 students awaiting destinations at the end of September.</p> <p>Also, the percentages of PP students who remained in our Sixth form 2022-23 is growing due to the support and careers advice in the school.</p> <p>Year 12: 17%, Year 13: 22%</p>	<p>This will be supported again next year as it was very effective at raising aspirations.</p> <p>Period 1 curriculum was effective and well received on the whole, but it has some weaknesses which will need to be reviewed. We need to increase the PSHE provision beyond SCOPE and RESHAPE to include greater emphasis for sexual behaviour education, well-being and management of self.</p> <p>We intend to hold an access to University Careers Fayre for Years 10to 12. We will invite a range of universities to this event.</p>	
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PLAC Students not secondary ready are caught up to ensure accelerated progress in KS3	1-2-1 mentoring in Literacy and maths for PLAC students in KS3	99 % Students have met individual targets set at the start of the intervention. Those that did not had missed sessions due to attendance issues.	Continue to impact attendance issues through the use of the Shoeburyness High School Attendance team as well as the support from Southend City Council.	
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Period 1 to become a taught period to extend contact in specific subject areas for specific years	Year 11 will have additional maths teaching period 1 to ensure they are supported and stretched in their sets. Year 10s will be in Humanities lessons Year 9 will receive additional Languages lessons to ensure that all could take two languages Year 8 receive additional Science lessons Year 7 receive additional English lessons focused on reading	This was not possible in this academic year due to staff shortages during the period one sessions.	This will be reintroduced next year with great emphasis on Year 7 supported by the English faculty and Year 11 supported through the use of Maths in the Period 1 curriculum	
Pupil premium achieve as well as Non-pupil premium Pupil Premium progress accelerated to ensure equal attainment to Non-pupil premium	Peer academic mentoring by years 12 and 13 each half term	This was achieved through Year 12 tutor groups only paired with year 7 tutor groups to mentor each half term. This has developed relationships between Year 7 and older students to support their well being within the school as a buddying system. In addition, this has raised the aspirations of the Year 7 pupil premium students to aim for the Sixth form as their next steps.	This will be repeated next year with just Year 12 tutor groups mentoring Year 7 tutor groups.	none

Improved targeted and focused support in lessons through additional qualified teachers in all faculties	Co-teaching (subject specialists) work with groups in addition to the main class teacher to accelerate progress within KS4 subjects	Coteaching was not possible due to the staffing structure introduced.	This will not be possible moving forwards. Improved challenge of teaching and learning should remove the need for this.	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students not secondary ready are caught up to ensure accelerated progress in KS3 and 4	1-2-1 mentoring in Literacy and numeracy	<p>1-2-1 literacy and numeracy mentoring did manage to occur this year as we were able to provide spaces in classrooms for this support to be possible.</p> <p>By the end of Year 7 64% of Pupil Premium pupils achieved 4+ in English.</p> <p>By the end of Year 7 62% of Pupil Premium pupils achieved 4+ in Maths.</p> <p>Overall basics at the end of the year for PP students 50%.</p>	<p>We will maintain the 1-2-1 mentoring.</p> <p>We will provide Achievement + sets in year 7 next year,. These will run with reduced class numbers of between 11-18.</p>	£52,000

Improve reading to chronological age	<p>Reading Champions SOW embedded into Period 1 for all year 7s</p> <p>English mentor leads reading interventions with target pupils based on their KS2 end data</p>	<p>Year 10 reading champions improved the reading age of all students they worked with. 80% reached chronological age.</p> <p>English mentor met as many LAC and PP students identified with reading below their chronological age.</p> <p>100% Year 7 increased their reading scores, with 16% increasing to chronological age.</p> <p>92% of Year 8 increased their reading scores, with 8% increasing to chronological age.</p> <p>85% of Year 9 increased their reading score, with 7% increasing to chronological age.</p>	We will continue to support this programme as it had impact on reading age.	Costed within the row above
<p>Accelerate progress of pupils with multiple and extensive barriers to learning</p> <p>Of these 101 pupils, this year, 58 of these pupils this year are pupil premium.</p>	<p>30 year 7 pupils have been placed in an intensive literacy and numeracy pathways with low pupil to teacher ratios based on the Primary model.</p> <p>We have also added an additional achievement class in 2020 of 12 pupils in Year 8</p> <p>4 classes of 20, 19, 15 and 18 pupils have been created to support low pupil-teacher ratios.</p>	<p>Of the year 7s in these supportive classes 50% of them have now joined mainstream classes for the 2023-24 academic year. So have been supported to become secondary ready.</p> <p>Of the Year 8s, we now only have 13 pupils in the Achievement class moving up to Year 9. This class was 17 pupils at the beginning of the year. Therefore, this provision has supported 4 further pupils to be ready for mainstream secondary schooling.</p>	<p>We will maintain one intervention nurture pathway class in the achievement pathway into Year 8</p> <p>Revert to the model of 2 of these classes in Year 7</p> <p>Maintain the nurture and support class in place for those remaining to be unready for mainstream education in Year 9.</p>	<p>Termly assessment data collection at KS3 and KS4.</p> <p>Full costs of staffing for these pathways</p> <p>Achievement =£212,245 Excel=£132568</p> <p>Therefore: 80% of these staffing budgets = £275,850</p>

High ability Pupil premium make accelerated progress	Targeted High ability Pupil premium receive an Individual Challenge plan laying out strategies to meet their personal targets in all subjects	<table><tr><td>High Ability PP Pupils</td><td>2021</td><td>2022</td><td>2023</td></tr><tr><td>P8</td><td>-0.64</td><td>-1.08</td><td>-0.61</td></tr><tr><td>A8</td><td>54.44</td><td>56.0</td><td>57.3</td></tr><tr><td>Basics 5+</td><td>84.6%</td><td>83.3%</td><td>71.2%</td></tr></table>	High Ability PP Pupils	2021	2022	2023	P8	-0.64	-1.08	-0.61	A8	54.44	56.0	57.3	Basics 5+	84.6%	83.3%	71.2%	Although the Progress 8 and attainment 8 score were up on the 2022 results, the Basics 5+ is down and hence we need to concentrate interventions to impact high ability pupil premium next year through our subject specific support programme as well as our period curriculum to raise aspirations.	Incorporated above. Moderate admin costs								
High Ability PP Pupils	2021	2022	2023																									
P8	-0.64	-1.08	-0.61																									
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Basics 5+	84.6%	83.3%	71.2%																									
Attendance of pupil premium matches that of other pupils	Dedicated attendance team	<p>Attendance figures are difficult to arrive at in terms of any accurate % for the year. To put things into perspective, our last normal school year – 2018/19 we used 705 C codes. This year we have used 28,637. Each and every one of those C codes is a negative mark on our attendance despite being an authorised absence.</p> <table><tr><td></td><td>All</td><td>PP</td></tr><tr><td>Group</td><td>% Attend</td><td>% Attend</td></tr><tr><td>Year 7</td><td>96.1</td><td>94.5</td></tr><tr><td>Year 8</td><td>94.5</td><td>92.6</td></tr><tr><td>Year 9</td><td>91.5</td><td>87.3</td></tr><tr><td>Year 10</td><td>92.3</td><td>87.9</td></tr><tr><td>Year 11</td><td>92.3</td><td>87.7</td></tr><tr><td>Totals</td><td>93.4</td><td>90.2</td></tr></table>		All	PP	Group	% Attend	% Attend	Year 7	96.1	94.5	Year 8	94.5	92.6	Year 9	91.5	87.3	Year 10	92.3	87.9	Year 11	92.3	87.7	Totals	93.4	90.2	The processes in the school need to remain as they're effective. The current year attendance is up by 8% on last year and closing the gap on non-pupil premium attendance. An additional attendance team member has been recruited to add capacity to improve attendance of pupil premium. This has had impact and needs to be maintained next year.	£93,984
	All	PP																										
Group	% Attend	% Attend																										
Year 7	96.1	94.5																										
Year 8	94.5	92.6																										
Year 9	91.5	87.3																										
Year 10	92.3	87.9																										
Year 11	92.3	87.7																										
Totals	93.4	90.2																										

Students not secondary ready are caught up to ensure accelerated progress in KS3 and 4	1-2-1 mentoring in Literacy and numeracy	<p>The impact of these actions was limited compared to previous years.</p> <p>Literacy Champions had to be stopped due to Year 10s not being allowed in other bubbles.</p> <p>By the end of Year 7 59% of Pupil Premium pupils made 4+ in English.</p> <p>By the end of Year 7 70% of Pupil Premium pupils made 4+ in Maths.</p> <p>Overall basics at the end of the year for PP students was estimated to be 51.3%.</p>	This strategy has been successful in previous years at raising reading scores and the GCSE outcomes in English Language and Literature for the past few years would suggest this as they have been significantly above national average with below national average intakes.	<p>Termly assessment data collection</p> <p>£52,000</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Improved mental well-being and behaviour support of targeted pupils	Dedicated Year managers and Counsellors on site Monitoring by Staff lead and evaluation by students. Increase in attendance and reduction of barriers to learning such as exclusions and acting out behaviours of individual pupils.	<table><tr><th>Measure / Year</th><th>2020-2021</th><th>2021-2022</th><th>2022-2023</th></tr><tr><td>% Absence</td><td>13.3</td><td>12.8</td><td>12.6</td></tr><tr><td>PA</td><td>30.0</td><td>24.0</td><td>12.0</td></tr><tr><td>FTE rate</td><td>0.2</td><td>0.29</td><td>0.66</td></tr><tr><td>PEX rate</td><td>0.006</td><td>0.006</td><td>0.01</td></tr></table>	Measure / Year	2020-2021	2021-2022	2022-2023	% Absence	13.3	12.8	12.6	PA	30.0	24.0	12.0	FTE rate	0.2	0.29	0.66	PEX rate	0.006	0.006	0.01	It's clear from the figures to the left that the pastoral systems in the school promote inclusion and wellbeing for all learners. As PP pupils represent around 30-40% of our school, it is clear that this provision and spending of funds to support learning need to remain.	Annually 40% of total staffing = £27300
Measure / Year	2020-2021	2021-2022	2022-2023																					
% Absence	13.3	12.8	12.6																					
PA	30.0	24.0	12.0																					
FTE rate	0.2	0.29	0.66																					
PEX rate	0.006	0.006	0.01																					
Access to online support for H/W and teaching	Access to online website and app provision – address cultural capital deficit with access to support materials outside of school hours Through: TEAMS / GCSE POD / SAM etc etc	Following the pandemic access was excellent for online learning as students had been in receipt of government supported ICT equipment. Leading to all pupils having access to ICT equipment.	AYL supported engagement and management of materials from teaching staff – this worked well and we have a system for making this work in the future. HOF will continue to be responsible for monitoring the setting and completion of work Revision exercises and materials used from these apps and sites will form the basis of intervention	40% of total spend on these materials = £3000																				

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

