

Pupil premium strategy outcomes

This details the impact that our pupil premium activity so far on pupils in the 2022 to 2023 academic year.

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Aim	Evidence of impact	Progress to date
<p>Engaging pupils on a 1-2-1 basis to provide a high quality personalised learning programme for pupils with gaps in their learning.</p>	<p>1-2-1 targeted support with English and Maths skills. At each data capture any gaps to be identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Interventionist is in place, library area is established and we are at the stage of starting to identify key members of staff to facilitate extra interventions within the classroom during lesson time. • 35% of PP students are receiving 2 reading sessions per week • Students on 'That Reading Thing' programme on average have moved up 12 points (2+ points per week over 5 complete weeks. TRT suggests 12 weeks to get 30 points) • Accelerated Reader has launched • Disciplinary reading and vocabulary to be launched with HODs on 8th February HOD meeting <p>July 2023</p> <ul style="list-style-type: none"> • Reading strategy has been remodelled. Little Wandle (originally purchased for KS2 interventions) is being implemented across all key stages. • All KS2 & 3 staff trained in phonics intervention • Phonics screening underway of all KS3 & 4 pupils.

		<ul style="list-style-type: none"> • Target to be carried into next year. Data available in September of whole school screening. • Summer progress data of end of year 10 going into year 11 next year: <table border="1" data-bbox="1196 331 2004 549"> <thead> <tr> <th>Y10 at Summer 2023</th> <th>Summer 2023</th> <th>Summer 2022</th> </tr> </thead> <tbody> <tr> <td>On or above target in Maths</td> <td>72.7%</td> <td>27.8%</td> </tr> <tr> <td>On or above target in English</td> <td>26.7%</td> <td>36.0%</td> </tr> <tr> <td>On or above target in IT</td> <td>42.9%</td> <td>55.0%</td> </tr> <tr> <td>On or above target in Science</td> <td>57.0%</td> <td>40.0%</td> </tr> </tbody> </table> <p>Next year's interventions to be informed by the above.</p>	Y10 at Summer 2023	Summer 2023	Summer 2022	On or above target in Maths	72.7%	27.8%	On or above target in English	26.7%	36.0%	On or above target in IT	42.9%	55.0%	On or above target in Science	57.0%	40.0%
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<p>Bespoke English intervention to increase confidence in reading and specific language acquisition for EAL pupils.</p>	<p>1-2-1 targeted support with English and literacy skills. At each data capture any gaps to be identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>January 2023</p> <ul style="list-style-type: none"> • EAL pupils were reluctant go into bespoke intervention therefore an alternative arrangement was sought • Interventionist goes into English lessons to use Flash Academy and TRT within the lesson, pupils targeted on a rota basis. <p>July 2023</p> <ul style="list-style-type: none"> • British Picture Vocabulary Scale (BPVS) results have identified that current interventions are potentially not the correct approach to teaching EAL pupils to read and increase their comprehension. The lowest age given from the test scores is 3 yrs 9 months however, 5 pupils have recorded lower scores than this age equivalence. <p>Actions for September based on BPVS results:</p>															

		<ul style="list-style-type: none"> • Year 11 nurture group established to take out those EAL pupils that are making progress • Bespoke package to be purchased to be used to support EAL pupils to acquire English as a spoken language and increase reading and comprehension.
<p>Triple P training for all Family Support Workers to aid in driving up school attendance.</p>	<p>Increased school attendance to increase pupil attainment and decrease behaviour incidents.</p> <p>All evidence to come from data drops and comparison with previous year.</p>	<p>January 2023</p> <ul style="list-style-type: none"> • All FSW are now Triple P trained. • Number of serious incidents went down from 6 to 2 in the first half term • Overall attendance has dropped 2% this term however persistent absenteeism is reducing. <p>July 2023</p> <ul style="list-style-type: none"> • Persistent absenteeism has dropped a further 26% • Numbers on roll have increased on average, by 2.5 pupils per week since January 2023. In spite of this attendance did improve marginally (1%) this is a success due to larger cohort. • In spite of larger cohort, incidents per pupils have reduced consistently, even within the summer term alone, incidents reduced by 30%. Comparisons with figures last year have been deliberately avoided as numbers of pupils coming through the gateway has resulted in a considerably higher number of pupils on roll. Comparisons would be not useful or representative with that of last year

<p>Targeted SEMH interventions to reduce behaviour incidents and increase engagement in school.</p>	<p>To ensure all children have positive engagement in their learning and are positive about themselves as a learner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Behaviour mentors are completing SEMH intervention sessions with a view to preventing behaviour incidents. • Behaviour Mentors have run whole school inset day sessions on behaviour. <p>July 2023</p> <p>Headline behaviour data:</p> <ul style="list-style-type: none"> • At the end of the first half of the summer term, incidents were 3.26 per pupil, these have dramatically dropped to 1.01, a reduction of 30%. • The examination period, whether it be Year 6 SATs or GCSEs, affects the whole school cohort as it disrupts routine and puts pupils in crisis as they do not react well to changes such as, a different member of staff or change of classroom. This is also reflected in the numbers of disruptive behaviour following a downward trend, Spr 2 (268) – Sum 1 (202) – Sum2 (33). • Drug and alcohol incidents have dropped significantly from Spr 2 (16) – Sum 1 (5) – Sum 2 (0). • Across the school incidents of physical assaults against adults have reduced, Spr 2 (23) – Sum 1 (14) – Sum 2 (1).
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Pupil premium strategy outcomes

This details the impact that our pupil premium activity so far on pupils in the 2022 to 2023 academic year. Quantative data is not available for this year.

Newton's Walk

Aim	Evidence of impact	Progress to date
<p>Purchase of DfE validated systematic synthetic phonics (SSP) programme to include assessment and tracking system and intervention books.</p> <p>Training for staff to ensure high quality of phonics delivery with confidence and fidelity.</p>	<p>Direct, quality phonic teaching underpins the phonics programme ensuring all children learn to read and write. A whole-school approach to teaching early reading and writing. It teaches children to read accurately, fluently and with understanding to spell, and to write their own compositions.</p> <p>Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Little Wandel package has been purchased and currently being implemented. <p>July 2023</p> <ul style="list-style-type: none"> • Tracking in place • Staff trained • Strategy implemented and embedded
<p>Ensure that intervention staff have protected time for daily phonic intervention</p>	<p>Previous school evidence has shown that if time is 'protected' then intervention impact is also protected.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Time is protected, 1-2-1 sessions are being delivered. <p>July 2023</p> <ul style="list-style-type: none"> • HLTAs have full intervention programme in place which is timetabled.

<p>Engaging with a 1:1 to provide a high quality personalised learning programme for pupils with gaps in their learning.</p>	<p>1:1 targeted at specific needs and knowledge gaps identified in Newton's Walk passports. At each data capture any gaps to be identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Interventions are currently in progress • Yr 11 girls reading with targeted pupils <p>July 2023</p> <ul style="list-style-type: none"> • Timetabled 1-2-1 intervention with HLTAs in place.
<p>Small group music tuition</p>	<p>Learning a musical instrument equips pupils with important life skills. Music stimulates brain function and can improve memory, organisational skills and creative thinking. It fosters self-expression and relieves stress. Music can offer an important outlet and allow them to shine when they may be struggling in other areas of school life. Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Tuition from outside agency was suspended for the move, has yet to be re-established. <p>July 2023</p> <ul style="list-style-type: none"> • This has yet to be re-established. Consideration is being given to purchasing new 'off the shelf' scheme and delivering in house. This would not be a PP expenditure.
<p>A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a</p>	<p>To ensure all children have positive engagement in their learning and are positive about themselves as a learner. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Catharsis are planning to have a permanent day at Newton's Walk per week to assist with emotional regulation for targeted pupils. • Plans are moving forward for Newton's Walk to have their own Behaviour Mentor

<p>one-to-one basis.</p>		<p>July 2023</p> <ul style="list-style-type: none"> • Newton's walk has its own BM in place to support instances of dysregulation and support pupils through 1-2-1 SEMH sessions • A dedicated Catharsis therapist supports with pupil emotional wellbeing one day per week. After school, this therapist also supports the staff team with relevant matters arising with pupils.
<p>To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.</p>	<p>All pupils are able to access residential trip and school visits. All children will have daily access to breakfast. All pupil have equal access to enrichment opportunities. The daily experience of PP pupils will be enhanced through the provision of uniform, taxis ... https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>January 2023</p> <ul style="list-style-type: none"> • Students currently being taught on a 1-2-1 basis are still accessing PE and food tech activities. <p>July 2023</p> <ul style="list-style-type: none"> • Forest Schools sessions have been added to enrich the curriculum.