

Pupil Premium Plan 2021-2023 – Review Sept 2022.

We at Byrchall High School believe all pupils should be provided with a quality first educational experience that enables them to meet their full potential regardless of social and economic circumstance.

SUMMARY INFORMATION	2021-2022
Total number of pupils on roll (PP)	978 (285)
% of pupils in receipt of PP	29%
Amount of money received per pupil	£955
Total amount of PP monies received	£271 698

The Pupil Premium is additional funding that is given to raise the attainment of disadvantaged pupils and to close the gap between them and their peers.

Byrchall High Pupil Premium Objectives for 2021-23 are as follows:

1. To raise the attendance of pupils in receipt of pupil premium across all year groups in order to decrease the proportion of pupils who are PA in this category and ensure that attendance for these pupils is as close to 95% as possible.
2. To raise the attainment and achievement of pupils in receipt of pupil premium across all year groups so that gaps close to national average 'other' across P8, A8 and the basics measure.
3. To ensure that pupils who require additional social and emotional and behavioural support receive the necessary interventions within a timely manner. Attitudes to learning data will indicate that key measures are reducing across the school and that all gaps are closing.
4. To increase pupils' aspirations and enabling them to participate in a wide range of extra-curricular activities. These increased aspirations will ensure that all PP pupils secure a positive Post-16 destination.

Background

The pupil premium is additional funding that should be used to tackle disadvantage. It is up to schools to decide how the pupil premium should be spent as they are best placed to assess the additional provision that is necessary for pupils in their school, as they are aware of their backgrounds, needs and experiences.

A child is eligible for Pupil Premium funding if they qualify for FSM or if they have been in continuous care for more than six months, or if they have met either of these criteria at any point in the last six years. They are also eligible if they are adopted or if they have parent(s) in the armed forces.

Barriers

The objectives above are focused around the main barriers and gaps that are seen with our pupil premium pupils. The main barriers lie within the areas of raising attainment and achievement, SEMH support, levels of cultural capital, raising aspirations post-16 and raising attitudes to learning and attendance. It must be noted that these barriers do not exist universally for all pupil premium pupils across school, but are barriers faced by a higher proportion of our pupil premium pupils, (following data analysis), or are strategies that we know can support pupil premium

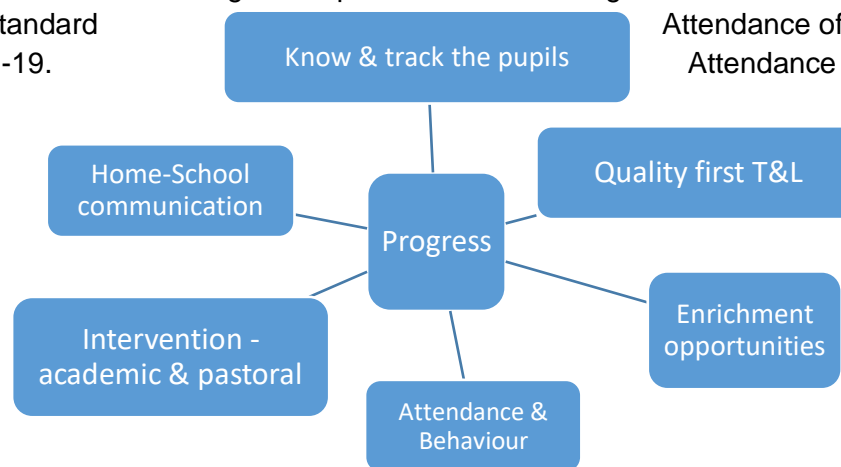
pupils in other areas. In addition, due to the Covid 19 situation, pupils have gaps in their learning to be closed. Research cites that pupils who are disadvantaged are further behind in their learning versus their peers.

The current profile as of 1st September 2022 can be summarised by;

Year	Number of PP	% of PP	Male	Female	SEND	PP+	SPP
Year 7	59/194	30%	24	35	21	0	1
Year 8	74/191	39%	36	38	16	3	5
Year 9	80/247	32%	43	37	16	3	4
Year 10	43/171	25%	26	17	7	2	3
Year 11	40/170	24%	19	21	9	3	1
Total	296/973	30%	148	148	69	11	14

Data analysis of the previous outcomes (2018 & 19 GCSE results, 2020 CAGs and 2021 TAGs) have evidenced an improvement in the progress and attainment of this cohort. The progress of boys of all abilities has improved. Further analysis of the data show that DP pupils with a SEND are a priority focus group, it should be noted that there are small cohort sizes. Over time, there has been strong improvements in both percentages of Standard (4+) and Strong (5+) passes in English and Maths, this improvement is less significant in other subjects and in particular the open bucket subjects remain a focus. The work conducted with MTA PP and PP+ pupils is strong and shows impact. There is a clear catch up programme for pupils identified as not meeting the required standard in English and/or Maths which has supported a large proportion of students to reach expected standard had improved prior to the pandemic. 2018-19.

Attendance of PP is above National average and Attendance Non-PP 95.8%, PP 91.3%, Gap 4.5%.



Areas for development	Goals
<ul style="list-style-type: none"> • Further improve the Attendance of PP cohort • Continue with increased profile of PP across school. • Strengthen Quality First Teaching so it is responsive to individual gaps • Further strengthen tracking of departmental intervention. • Further Improve Outcomes of PP girls • Improve Outcomes of Boys of All ability bands. • Improve Outcomes of SEN PP boys • Further strengthen home school links to increase engagement of those hard to reach • Further improve the evaluations of strategy to evidence impacts. • Increase enrichment opportunities for PP pupils. 	<ul style="list-style-type: none"> • Narrow gap in attendance between DP and Non DP to 0. [2018-19: Non PP 95.8, PP 91.3%, Gap 4.5%] • Narrow the gap in P8 and A8 between DP and Non DP in particular within bucket 2 and open bucket so PP pupils achieve at least in line with their Non-PP peers. • Raise aspirations within PP cohort leading to progress at least in line with their Non-PP peers • Close the gaps from COVID closure so PP pupils achieve at least in line with their Non-PP peers. <p>2017-2018: Non PP P8 -0.09 ,PP P8 -0.61, Gap -0.52. 2018-19: Non PP P8 +0.21, PP P8 -0.60, Gap -0.81 2019-20: Non PP P8 + 0.43, PP P8 -0.57, Gap -1.00 2020-21: Non PP P8+ +0.36, PP P8 -0.38, Gap -0.74</p> <ul style="list-style-type: none"> • Full curriculum + offer with high levels of uptake by PP pupils.

NB 2020 data quoted is based on CAGs. 2021 data was based on standardised assessments completed in school to form TAGs.

Intention <i>(school priority cross ref)</i>	Implementation	Responsible Parties	Timeframe/ Milestone	Resources/Cost	Desired Impact	Evaluation
Focus on PP pupils. (2a, b, c)	Overview of all areas regularly disseminated – Whole School, HODs, Dept, Establish Achievement Strategic Group.	CDS	Ongoing	Recovery /Pupil Premium salary – (50% funded by recovery premium) £16,883	Recovery /Pupil Premium salary – (50% funded by recovery premium) £16,883	Ongoing strategic overview
	Enhanced data analysis of cohorts / groups to inform strategic plans and next steps	CE	After each data collection	Data Analysis Manager / Post Holder £9854	Regular data analysis across all years with summative commentary informs Strategic group agenda / next steps	Data analysis shared at each data point to HoDs and HoYs. Refine how this data is used at dept level.
	Ensure accountability of all staff for Pupil Premium Outcomes.	CDS/HODs	Ongoing with increased focus after each data collection	Staff time	Evidence via Line Management / Dept CPD / Progress Meetings show specific strategies implemented and reviewed	Data analysis shared at each data point to HoDs and HoYs. Refine how this data is used at dept level.
	Effective Implementation of DTT to address gaps	HODs	After each data collection	Staff time	PP pupils identified on class profile – strategies identified, implemented	Y7 Autumn>summer key areas SEN, PP SEN. Number pupils below

	in knowledge and learning.				and reviewed (DTT).	<p>target has dropped for PP cohort. No sig gap between PP and NonPP or gender within. Continued work with not secondary ready pupils as move into Y8. 48% below in English, 38% below in Maths. Cohort targeted throughout 21/22 year for internal and external tutoring. 19/30 PP pupils. 37.14% PP pupils on/above target</p> <p>Y8 Autumn – summer term – no significant gap between PP and non PP. Slight dip in performance for boys. SEN PP achievement has improved across the year. Slight gap AtL for SEN PP, male PP and SEN to focus on.</p> <p>Continued work with not secondary ready pupils as move into Y9. 33% below in English, 58% below in Maths. Cohort targeted throughout 21/22 year for internal and external tutoring. 12/31 PP pupils. 48.61% PP pupils on/above</p>
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						<p>target</p> <p>Y9 – Autumn>summer. Progress gap minimal, slightly wider for PP males (0.1). Male PP have AtL judgments below peers, focus on with Pupil Voice Autumn 2022. Key areas PP males.</p> <p>Progress seen with pupils not secondary ready in English, number below target decreased by 25%. Continued focus on maths not secondary pupils as move into year 10.</p> <p>10/18 PP pupils. 31.33% PP pupils on/above target</p> <p>Y10 Autumn>summer.P8 gap narrowed by 0.1 across spring and summer term. A8 gap decreased by 0.09 across spring and summer term. 7-9 gap in English and Maths decreased by 0.6 across the year. Pupils not achieving 5-9 in E or M decreased by 2.2 across the year. 4-9 E&M gap decreased by 7% across the year. Strong pass languages gap decreased by 6.7%. Gap closing 9-7 maths, 9-5</p>
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						<p>English,, 9-4 English and maths gap closed. Languages standard and strong pass gap closed. Key areas EBacc bucket passes. Open bucket attainment gap. Middle and upper ability PP females, SEN & PP. 25.58% PP pupils on/above target</p> <p>55/184 year 10 pupils targeted this academic year. 27 over the summer holiday break. 5 of these PP pupils.</p> <p>Y11 Autumn>spring 2. Overall P8 dropped to -0.61 from -0.37.. PP gap static between spring 1 and 2. Gap closed 9-4, 9-7 English. 9-4 and 9-5 gap closed in Maths.4-9 gap closed in science. Humanities strong and standard pass gap closing. Middle learners are a focus group – both genders. PP and SEND focus group.</p> <p>GCSE Outcomes 2022: National figures published October 2022. Gap increased by 0.28 in PP P8 figure from GCSE 2019 31.58% PP pupils on/above target. Mpre able</p>
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						<p>PP A8 increased by 1.18 and gap narrowed by 0.5. P8 PP increased 0.55 and gap narrowed by 0.58 from 2019. Male PP A8 and P8 increased with gap narrowing by 1.25 and 0.43 respectively. Trend not seen in PP females – focus area 22/23.</p> <p>% increased by 3.9 for PP pupils achieving 4+ English A8 increased by 0.12 from 2019. PP MTA -0.10 P8. English lang PP gap narrowed by 0.17. 4+ English PP narrowed by 1.5 from 2019. 7+ English PP gap narrowed by 11.3. 7+ gap Maths PP no sig change. 4/5+ area for focus Maths.</p> <p>Open bucket P8 decreased by 0.09, gap widened by 0.22 from 2019.</p> <p>A8 SEN PP increased by 0.84 from 2018/19. Gap narrowed by 0.43. SEN PP males focus 22/23.</p>
	Tight alignment of PP and SEN to ensure no overlap.	CDS & KS	Ongoing	Staff time		Tighter alignment to SENCO via regular communication regarding SEND PP pupils. This has

						resulted in narrowing of gap between SEN PP and non-PP SEN pupils in A8 by 0.43 from 18/19 in 21/22 exams. P8 gap remains and will be a continued focus. Interventions actioned as required.
	Regular links to PP governor.	CDS JS	Termly	Staff time	Strategic overview of PP plan and impact challenged via regular links to governor with responsibility for PP	Governor link meeting with interrogation and challenge. Pupil Voice carried out
Quality First T&L (1a, b, c. 2a, b, c. 3c)	<p>Delivery of effective T&L strategies via CPD including;</p> <ul style="list-style-type: none"> • '9 PP strategies that show impact'. • Questioning for pupil progress. • Effective Implementation of DTT to meet pupil needs and address learning gaps. • Personalising learning including gender, SEND and PP • Effective application of learning strategies 	T&L team / CDS (re PP)	Ongoing. QA each half term.	Within CPD budget	<p>At least 80% PP pupils making expected progress.</p> <p>Premium seating of PP pupils on seating plans.</p> <p>Increased directed questions use in lessons, evidenced by lesson observations and learning walks.</p> <p>Evidence of DTT responding to pupil needs with impact on achievement</p> <p>Quality first teaching maintained as shown in lesson observations,</p>	<p>Y7 Autumn>summer key areas SEN, PP SEN. Number pupils below target has dropped for PP cohort. No sig gap between PP and NonPP or gender within. Continued work with not secondary ready pupils as move into Y8. 48% below in English, 38% below in Maths. Cohort targeted throughout 21/22 year for internal and external tutoring. 19/30 PP pupils. 37.14% PP pupils on/above target</p> <p>Y8 Autumn – summer term – no significant gap</p>

	<ul style="list-style-type: none"> Particular focus within Y8 due to high proportion of PP pupils. 				learning walks.	
	Ensure Class profiles / Intervention plans / QLA effectively identify student needs and delivery addresses	HODs	Ongoing	Staff meeting time	Quality of feedback and work monitored via work sample and student voice	
	Enhanced Dept / Individual CPD including launch NC platform	PP	Ongoing	Within CPD budget	Interim reviews / Dept CPD targeted impacts practice	
	Purchase and effective use of classroom visualisers to support modelling.	PP	Ongoing	Within CPD budget	Increased modelling and feedback as shown in lesson observations, learning walks and progress data.	
	Quality Assurance cohort with response effectively evaluates impact on PP	CDS HODs	Half termly	Leadership time	QA documentation highlighting impact of above strategies on PP pupils. Subsequent challenge if not.	
						<p>between PP and non PP. Slight dip in performance for boys. SEN PP achievement has improved across the year. Slight gap AtL for SEN PP, male PP and SEN to focus on.</p> <p>Continued work with not secondary ready pupils as move into Y9. 33% below in English, 58% below in Maths. Cohort targeted throughout 21/22 year for internal and external tutoring. 12/31 PP pupils. 48.61% PP pupils on/above target</p> <p>Y9 – Autumn>summer. Progress gap minimal, slightly wider for PP males (0.1). Male PP have AtL judgments below peers, focus on with Pupil Voice Autumn 2022. Key areas PP males.</p> <p>Progress seen with pupils not secondary ready in English, number below target decreased by 25%. Continued focus on maths not secondary pupils as move into year 10.</p> <p>10/18 PP pupils. 31.33% PP</p>

						<p>pupils on/above target</p> <p>Y10 Autumn>summer.P8 gap narrowed by 0.1 across spring and summer term. A8 gap decreased by 0.09 across spring and summer term. 7-9 gap in English and Maths decreased by 0.6 across the year. Pupils not achieving 5-9 in E or M decreased by 2.2 across the year. 4-9 E&M gap decreased by 7% across the year. Strong pass languages gap decreased by 6.7%. Gap closing 9-7 maths, 9-5 English,, 9-4 English and maths gap closed. Languages standard and strong pass gap closed. Key areas EBacc bucket passes. Open bucket attainment gap. Middle and upper ability PP females, SEN & PP. 25.58% PP pupils on/above target</p> <p>55/184 year 10 pupils targeted this academic year. 27 over the summer holiday break. 5 of these PP pupils.</p> <p>Y11 Autumn>spring 2. Overall P8 dropped to -0.61 from -0.37.. PP gap</p>
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						<p>7+ gap Maths PP no sig change. 4/5+ area for focus Maths.</p> <p>Open bucket P8 decreased by 0.09, gap widened by 0.22 from 2019.</p> <p>A8 SEN PP increased by 0.84 from 2018/19. Gap narrowed by 0.43. SEN PP males focus 22/23.</p>
<p>Ensuring low levels of literacy is not a barrier to success.</p> <p>(1b)</p>	<p>Further increase profile of reading for pleasure across the school (Refer to Literacy Plan).</p>	IB JT	Ongoing	Literacy CPD & Resources via Literacy budget	<p>Strengthen achievement across all subject areas and support addressing gaps that have arisen during lockdown</p> <p>Decrease the gap between chronological and reading age</p>	<p>Literacy strategy ongoing with regular review through school wide CPD.</p>
	<p>Accelerated Reader use at lower school to encourage regular reading and inform lower school delivery.</p>	IB JT	Ongoing	AR £2800	<p>Wider exposure to reading across all subjects for all students</p> <p>QA evidences more effective support for students with lower literacy levels.</p> <p>Decrease the gap between chronological and reading age</p>	

	Increase access to wider reading across all subjects including use of MyON and Tutor period programme	IB JT	Ongoing	Staff time Tutor time	Wider exposure to reading across all subjects for all students QA evidences more effective support for students with lower literacy levels. Decrease the gap between chronological and reading age	
	Literacy CPD to support learning to include strategies for improving Reading and Vocabulary in the classroom	IB JT	Staff development sessions	CPD time	QA evidences more effective support for students with lower literacy levels. Decrease the gap between chronological and reading age	
	Increased access to Literacy enrichment to enhance engagement with wider reading including Author visits and competitions	IB JT	Ongoing	Staff time	Increase percentage of students reading for pleasure including those who are disadvantaged	Visiting guest opportunities and trips resumed and ongoing.
	Reading buddies programme to be extended across year groups to encourage reading out loud.	IB JT	Christmas	Staff time	Increased opportunities for reading. Increase percentage of students reading for pleasure including those who are disadvantaged	Review progress of reading buddies September 2022.
Improving Achievement of	CPD revisiting effective More-able	PMV	Staff development	More Able/Boys Co-ordination -	Boys progress across all abilities achieve at least	Middle ability boys a focus group across school.

<p>More Able & Boys (1b. 2a, b, c. 3a)</p>	<p>strategies (to include Teaching to the top, Challenge and support for all) that show impact. [Refer to More Able/Boys Plan]</p>		<p>sessions & dept CPD throughout year.</p>	<p>£19,000</p>	<p>P8:0. Increase in 7-9 grades. 7-9 in English & Maths 2017-18: PP 2.7% Non 25.2%. Gap:-22.5% 2018-19: PP 7%, Non 20.4%, Gap -13.4%. 2019-20: PP 13.6%, Non 26.6%. Gap -13% 2020-21: PP 13%, Non 29.8%, Gap – 16.8%. Learning walks, student voice and work samples evidence higher levels of challenge and extension for the more able</p>	<p>GCSE Outcomes. Male PP A8 and P8 increased with gap narrowing by 1.25 and 0.43 respectively. 7+ English PP gap narrowed by 11.3. 7+ gap Maths PP no sig change. Males PP and SEN focus group.</p>
	<p>Academic profile documentation produced and shared.</p>	<p>PMV</p>	<p>Ongoing</p>	<p>More Able/Boys Co-ordination - £19,000</p>		
	<p>Development of growth mind-set through PIXL Edge further improves aspiration.</p>	<p>DF, PMV HoY</p>	<p>Ongoing through tutor programme and PDL lessons</p>	<p>Personal Development Budget</p>	<p>PiXL Edge programme in place and student records evidence increased engagement More Able Plan implemented</p>	<p>PIXL edge strategy replaced with alternative within form time and PD lessons 2022/23.</p>

<p>Swift academic interventions (1a, b, d. 2a. 3c)</p>	<p>Further develop effective use of Departmental CPD to diagnose student need, plan and implement therapy, and test effectiveness of approach.</p>	<p>SLT / HoD</p>	<p>Ongoing</p>	<p>Within school timetable. Additional English & Maths Staffing £6,000</p>	<p>At least 80% PP pupils making expected progress. At least 95% attendance to sessions for targeted pupils.</p>	<p>Variety of interventions in place including lunchtime and afterschool. Cross-curricular meetings used to discuss pupil level data with swift interventions actions as needed. 3435 hours of school-led tutoring delivered to 212 pupils. Some pupils receiving more than 1 cycle.85% showing impact. 38% PP pupils targeted for small group intervention in line with need. Internal intervention team delivering academic and pastoral interventions throughout year.</p>
	<p>Targeted study support within and outside of school day including school holidays.</p>	<p>CDS HoD</p>	<p>Ongoing</p>	<p>Intervention.</p>	<p>At least 95% attendance to sessions for targeted pupils.</p>	<p>Holiday schools resumed with targeted pupils attending to support progress.</p>
	<p>Increased home school communication for study support</p>	<p>HoDs</p>	<p>Ongoing</p>	<p>Dept time</p>	<p>All departments to improve home school communication</p>	<p>Study support attendance rewards reviewed and new strategy launched – coffee</p>

	targeted pupils.				(including via Edulink/phone). Increased engagement and study support attendance.	club style card launched, linked to prom. Continue use 2022/23.
Small group interventions (1a, b, c, d. 2a, b, c. 3c)	Further refine in-house intervention delivered by interventions team in response to pupil need.	CDS	Ongoing	Intervention team salaries (50% funded through Recovery Premium) - £41,371	80% of students making at least expected progress in identified subject. QA of intervention programme shows high levels of engagement, and effective delivery	Small group interventions set up in response to need of pupils in liaison with depts via cross curricular meetings and teacher/HOY/Pastoral referral. QA – learning walks continues to show high levels of engagement.
	Bespoke cross-curricular small group intervention with teaching staff via the use of pen portraits	CDS SC	Ongoing	Staff periods – £36,000	Individual Learning plans used to inform support	Pen portraits not continued this year due to low impact seen. Work packs available for pupils for personalised learning.
	Source EBacc small group intervention for identified disadvantaged pupils through the NTP.	CDS	By Christmas 2021	Tutoring- £10,000	NTP programme engagement and access in place Improved achievement for targeted students.	New NTP partnership forged with Pearson. Lack of face-to-face tutoring, or in subjects outside of E/M/S. Links made to SENCO, LAC & Attendance officer to source NTP as needed. Used this strategy to support pupils unable to attend school due to

						<p>pastoral barriers. Others used NTP to bridge link between home and return to school.</p> <p>3435 hours of school-led tutoring delivered to 212 pupils. Some pupils receiving more than 1 cycle.85% showing impact.</p>
	<p>Monitor use of GCSE Pod for all students and regular share top users. Develop student leadership by the use of GCSEPod champions.</p>	CDS/HoDs	Ongoing, Half termly stats shared	Licence budget	<p>Increased usage of GCSE Pod as a revision tool. 2020-21 usage: 6520 pods.</p>	<p>GCSEPod usage down from last academic year. Increase profile among Y10 and 11 using HOYs. Investigation revealed usage down due to return to on site schooling after lockdown.</p> <p>Year 10 GCSEPod Ambassadors appointed Summer 2022 to drive usage 2022/23.</p>
	<p>Tutor literacy/numeracy programme for identified SEND pupils who require additional support.</p>	KS	Ongoing	Built into SEND budget,	<p>Improved outcomes in Literacy and Numeracy for SEND cohort</p>	<p>Tutors time literacy and numeracy programme ongoing through SEN dept. Review summer term 2022, amendments 2023/23 year in collaboration with maths and English depts.</p> <p>See data cited below.</p>
Bespoke English & Maths programme of study for identified cohort	<p>Further enhance Catch Up provision in English and Maths, so that identified not secondary ready students make</p>	DT JT	Ongoing	Within staffing budget.	<p>At least 80% of pupils caught-up with their secondary ready peers.</p> <p>Skills lesson programme</p>	<p>Catch-up programmes in place for non-secondary ready pupils.</p> <p>Y7 - Continued work with not secondary ready pupils</p>

<p>of year 7 pupils (1a, b, c. 2a, b, c)</p>	<p>accelerated improvements in the basics.</p> <p>Tracking over time updated and impact of programme with bespoke support if required.</p>				<p>of study resourced and in place</p>	<p>as move into Y8. 48% below in English, 38% below in Maths. Cohort targeted throughout 21/22 year for internal and external tutoring, 19/30 targeted.</p> <p>Y8 - Continued work with not secondary ready pupils as move into Y9. 33% below in English, 58% below in Maths. Cohort targeted throughout 21/22 year for internal and external tutoring, 12/31 targeted in line with need.</p>
<p>SEND PP (1a, b, c. 2a, b, c)</p>	<p>Further develop partnership with SEND department to ensure provision is cross mapped and cost effective.</p> <p>Regular strategy meetings between SENCO / PP Lead</p> <p>Mapping documentation in place effectively tracks intervention and support available</p> <p>SEND Cross-curricular meeting with Dept</p>	<p>CDS KS</p>	<p>Half termly meetings</p>	<p>Within SEND budget.</p>	<p>At least 80% of cohort make expected or better progress from KS2 starting point.</p> <p>Mapping document outlines support and intervention to ensure effective deployment of resources and funding</p> <p>Quality First Teaching outcomes in place securing personalised planning to meet the</p>	<p>SEND PP a target area.</p> <p>Year 11 GCSE outcomes: A8 SEN PP increased by 0.84 from 2018/19. Gap narrowed by 0.43. SEN PP males focus 22/23. Y7-10</p> <p>Mapping document In place. Closer links to SENCO to action interventions as needed.</p> <p>CPD provided on SEN T&L strategies. SEND cross-curricular link meetings occurring. Gaps remain. CDS & GR lead on SEN</p>

	links focus on pupil need and next steps – specific focus on PP SEND pupils.				needs of students identified	pedagogy CPD 2022/23 in collaboration with SENCO.
PP+ (2a, b, c)	Close tracking of PP+ pupils with bespoke support identified and implemented as required through the PEP process. Partnership ensures that interventions are effective, don't overlap and are cost effective.	AH/KMacey	Ongoing	Within LAC budget.	At least 80% of cohort make expected or better progress. Barriers to learning for cohort addressed through the PEP process	Close links with LAC officer ensuring clear messages re interventions inside and outside of school. No overlap of interventions. LAC officer refers to intervention team as needed in response to PEP meetings. 6/11 received intervention in line with need.
Ensuring gaps in skills and knowledge have been narrowed. (1a, b, c, d. 2a, b, c. 3c)	Coordinated programme of intervention for timetabled intervention staff Continue to monitor use of GCSEPod as homework tool. DTT strategy used to inform teaching and intervention in order to close gaps.. Mentoring provision for identified pupils.	CDS SC CDS HoY HoD CDS/ JC	Ongoing Ongoing, half termly stats shared Ongoing End Sept	Intervention Team salaries 50% (See above) Licence budget Within CPD budget. Within CPD budget	At least 80% of cohort making expected or better progress. Increased engagement [2020-21: 6514 pods watched]. Further embed the advancements of DTT and Retrieval evident in Learning walks, book sample and student voice	Small group interventions set up in response to need of pupils in liaison with depts. 80% showed impact. QA – learning walks continues to show high levels of engagement. GCSEPod usage down from last academic year. Increase profile among Y10 and 11 using HOYs. Investigation revealed that decline was due to being back on site. In response year 10 GCSEPod Ambassadors have been

						<p>recruited Summer 2022 term to drive usage 2022/23 term.</p> <p>How are we evidencing retrieval in books? Do we need to evidence in books? Learning walks show retrieval to be taking place, not yet consistent.</p> <p>Increased in mentoring capacity through JC. Targeting Year 10 girls in particular. Close links with HOY to facilitate this. Working alongside attendance team. Pupils targeted improved attendance.</p>
<p>Remote learning plan that ensures all students have access to high quality learning throughout periods of isolation/closure.</p> <p>(1a, b, c, d. 2a, b, c. 3a, c)</p>	<p>Remote learning packs provided for pupils who are short-term isolating. Longer term pupils receive live lessons.</p> <p>High quality bespoke CPD and guidance for all staff in delivery of remote learning (Including Microsoft Teams) and responsive teaching.</p>	<p>PP</p> <p>PP</p>	<p>Ongoing. Daily updates NJ</p>	<p>Learning packs - £2000</p>	<p>All pupils to access learning during periods of isolation/closure as per DFE guidelines.</p> <p>95% attendance and engagement to online lessons during periods of isolation.</p> <p>All staff deliver online lessons confidently.</p>	<p>Remote learning packs and live lessons provided as per expectations.</p>

	Robust tracking of home learning engagement by attendance and pastoral team to ensure maximum pupil's progress including PP / vulnerable. No pupil is lost.	PP / AH / CDS /NJ / HOY	Ongoing	Support staff deployed	All students have access to learning offer from day 1 of isolation/closure.	Personalised calls made to check pupil progress and wellbeing.
	Ensure equality of access to devices and internet via regular surveys and feedback	PP	Ongoing	Admin time	Loan system in place and effectively allocated	Device loan system continuing.
	Implement Laptop Loan system and address barriers to access identified	PP	Ongoing	DfE Laptops	Loan system in place and effectively allocated	Device loan system continuing.
	Return to Learn discussions with pupils/parents on return.	AH/NJ/HOY	Ongoing	Pastoral Resources	Return to learn effectively identifies need and informs next steps	Return to learn to be amended. CDS has facilitated conversation with HODs as first stage. Develop 2022/23 strategies
Enrichment opportunities	Increase the offer of enrichment opportunities across the school including	TW AR HoDs	Ongoing	Within Staffing budget	Increased opportunities. Increased attendance by	Number of trips, visits, competitions and events has increased. Full extracurricular offer

(1a, 1b, 1d, 1e. 2b)	competitions, trips and visiting speakers. (link to careers)				PP pupils.	including at lunchtimes for those who travel is a barrier to afterschool. Late bus provision for afterschool attendance.
	SHINE project launched whole school to target PP pupils for Curriculum+ offer.	PMV	Oct 2021	Outside funding	Increased attendance and progress of PP learners.	Attendance levels to be analysed, barriers identified and overcome. Transport home cited as a barrier, directing and increasing advertisement of lunchtime clubs.
	SEND PP specific curriculum + offer.	KS	Autumn Term	Within curriculum	Increased attendance and progress of PP learners.	
Monitoring & swift intervention of attendance (1c)	Increase attendance to narrow gap between PP and Non-PP pupils through effective staff training, tracking, intervention and support systems (Refer to Attendance Plan).	AH NJ	Ongoing, weekly updates. Daily & weekly intervention.	Attendance £37,448	Narrow gap between PP and Non-PP attendance. [2018-19: Gap 4.5%]. Reduce gap in PP PA. [2018-19: Gap 14%].	Profile of attendance and punctuality raised across school. Decline seen in Autumn term 2022 halted; Spring and Summer term static at 88%. Data tracking above local secondary schools in all areas. Decreased PA Spring to Summer term by 1.38%. PP PA decreased by 4.33%. SEN K and E attendance increased by 1.57% and 0.82% across spring and summer term. SEN PA decreased by 6.75%. Systems in place to track and intervene as necessary. Working with pilot attendance hub to

						support in improving attendance. Parental meetings and penalty notices resumed.
	Increased capacity for home visits by PP specific attendance officer to support families in improving attendance.	AH NJ	Ongoing	Attendance £37,448	Narrow gap between PP and Non-PP attendance. [2018-19: Gap 4.5%]. Reduce gap in PP PA. [2018-19: Gap 14%].	Development of an interventions toolkit to support pupils and their families developed in collaboration with AHT Inclusion & Welfare.
	Transportation subsidy supports attendance and access to school from most deprived catchment wards	DF	Ongoing	Transport subsidy £28,310	Lack of transport / affordability is not identified as a barrier to attendance	Ongoing travel subsidy leading to increased punctuality. High profile staffing in morning outside school gates.
Programme focused on well-being and support post school closure and during pandemic. (2a, 3a)	Post Covid Well-Being programme via PDL / Tutors and PE	DF TW HoY	Ongoing – form time & PDL lessons.	Planning time / CPD	Raise achievement - 80% of cohort making at least expected progress. Student voice identifies effective reintegration post lockdown	Ongoing programme. CDS to meet with MS Autumn term 2022/23 regarding poverty in the context of our school and how can integrate this into PD programme. This is in response to findings from “The cost of the school day” research and

						recommendations.
	All staff access accredited Well-Being training	AH	Ongoing	CPD time	Improved wellbeing leading to increased attendance and engagement with lessons.	Declining attendance trend halted in Spring and Summer term.
	Personalised programme of academic mentoring for identified pupils.	CDS HoY JC	Ongoing	Pastoral support and behaviour support staffing - £63,318	Improved wellbeing leading to increased attendance and engagement with lessons.	Declining attendance trend halted in Spring and Summer term.
Ensuring a smooth year 6 – 7 transition. (1a, b, c, d, e. 2a. 3a. 3f.	Transition for year 6 pupils to ensure parents and pupils are adequately prepared for September 2022. Meet tutor events organised.	DF	Ongoing. Link work throughout year.	Within transition budget.	All students have access to pastoral support on arrival. Retain Year 7 pupil numbers. 2020-21: 192. 2021-22: 194	Events taken place with good engagement shown. Pastoral programmes used for pupils in need. Development of an interventions toolkit to support pupils and their families developed in collaboration with AHT Inclusion & Welfare.
	Website redesign with bespoke transition section including: virtual meet the team, subject area introductions and	DF HODs	Ongoing	Staff time	Retain Year 7 pupil numbers. 2020-21: 192. 2021-22: 194	

	lessons and virtual tour.					
	1-to-1 meetings with identified pupils to identify and overcome barriers to learning.	DF/KS	Summer term	Within staffing budget	Barriers to learning effectively identified and plans in place to address	Attendance levels for year 7 highest in school.
	Summer school 2021 planned and delivered.	DF	Summer 2021	DfE summer school funding.	Increased wellbeing leading to increased attendance. Gaps in knowledge narrowed leading to improvement in progress over time.	Summer school 2022 planned and delivered.
Ensuring a smooth lower school – upper school transition (1a, b, c, d, e, 2a, 3a, 3f.	Transition that ensures all pupils and parents are fully prepared for upper school transition.	AF TW CE	Ongoing throughout Y9	Staff time	80% of pupils making expected progress.	See data cited above.
	Options process reviewed and altered to ensure depth and breadth of curriculum. Options process that is personalised and aspirational.	AF TW CE	Ongoing throughout Y9	Staff time	At least maintained levels of EBacc entry (48.7%) Curriculum that is personalised and aspirational.	Taster lessons and assemblies have taken place. Options process reviewed and amended. Meetings not taking place in response to parent voice. Meetings will take

	<p>Taster lessons, lessons and assemblies to support pupils in the process.</p> <p>1-2-1 meetings with pupils and parents.</p>					place for identified pupils.
<p>Strengthening engagement as a barrier to achievement.</p> <p>(1a, b. 3f)</p>	<p>Close monitoring of students' engagement & ATL over time planning, implementing and evaluation of personalised interventions.</p>	<p>HoD HoY DF TW NJ KS</p>	<p>Half termly</p>	<p>Part of Pastoral support and behaviour support staffing</p>	<p>80% of cohort making at least expected progress.</p> <p>Improved engagement and ATL scores for students identified</p>	<p>Development of an interventions toolkit to support pupils and their families developed in collaboration with AHT Inclusion & Welfare.</p> <p>Regular communication between form tutors and HoY re data and expectation for this to be discussed with pupils.</p> <p>Mentoring in place for pupils most at need in collaboration with HOY and attendance team.</p>
<p>High aspirations securing positive outcomes for pupils</p> <p>(1a, b, e. 2a, b. 3d)</p>	<p>All Y10/11 pupils to receive personalised guidance with PP prioritised.</p> <p>Locate different opportunities for raising aspirations, virtual speakers and panels.</p>	<p>TW AR PMV</p>	<p>Ongoing</p>	<p>Within careers budget</p>	<p>80% of cohort making at least expected progress.</p> <p>Ensure NEET figure remains in line with previous and below national. 2019 and 2020: 0 NEETS.</p>	<p>Careers interviews taken place – no pupil left without careers guidance.</p> <p>Careers week celebrated with dept buy-in across school.</p> <p>Departments organising</p>

	Refer to Careers/Aspiration Plan & Able/Boys Plan.				2021 figures available Jan 22.	events – ongoing.
Strategic planning, tracking and delivery (2a, 2b, 2c)	Strategic review of PP practice 2020-2021. Increase profile and secure accountability at all levels Implement strategic plan with milestones to review progress.	CDS	End Sept 2021	DoL responsible for PP & Intervention (See above)	Strengthened strategic plan and implementation Ownership of PP agenda by all staff leading to improved provision	Plan reviewed and new plan in place. Staff aware of their roles to support PP learners.
Robust tracking of pupil progress at all levels including groups of pupils. (2a, c, c)	Close tracking of students effectively informs delivery, intervention and bespoke tutoring (including use of NTP) which supports raising achievement	CDS CE KS PMV HoD HoY	Ongoing	Data tracking lead and oversight – £9,854 (see above)	At least 80% of cohort making expected progress. QA of Intervention sessions	Data analysis produced and shared with stakeholders after each data collection. Impact of this data and its uses to be refined further 2022/23 year in collaboration with PP data lead.
Renewal of GCSEPod to provide support for consolidation of current and prior learning. (2a, b, 3b, c)	Maintain momentum of use with staff in CPD. Grow usage by pupils via use of publicity tools including tutor time roll out presentation. Develop student	CDS	Ongoing	Within Licence Subscription Renewal Budget	Increase in usage from 2020-21: 4697 pods watched. 85% of students judged as making at least expected progress by the end of the year.	HOD Y10 and 11 to celebrate usage regularly – CDS monitor. Usage down from last year – investigate why – link to remote learning? Investigate if designated GCSEPod champion would be an effective strategy to boost usage. These can

	<p>leadership via the use of GCSEPod champions.</p> <p>Earlier usage by Year 9 and year 10.</p>					<p>work with GCSEPod Ambassadors. Gauge interest amongst staff Autumn term 2022.</p>
<p>Maintain high quality home-school communication (1c, e. 2a)</p>	<p>Blended approach to parents' evenings to continue.</p>	TW DF HoY	Ongoing	Pastoral / Support Staff Deployment	<p>High levels of parental engagement via virtual approach supports raising achievement. 80% of students judged as making at least expected progress by the end of the year.</p>	<p>Blended approach continued.</p> <p>Need to investigate attendance levels. Link to AHT's – upper and lower school. Follow up to ensure full coverage.</p>
<p>Ensuring those entitled to PP claim. (2b, c)</p>	<p>Information on website.</p> <p>Identified pupil families support with claim process if necessary.</p>	CDS	Ongoing	Support Staff Deployment	<p>No pupil entitled to PP funding doesn't claim due to lack of knowledge.</p>	<p>Information on website. Signposting on social media accounts and letters. Ongoing.</p>
<p>Removing physical barriers to learning.</p>	<p>Bidding system for PP pupils for equipment/enrichment opportunities etc.</p>	CDS CE	Ongoing	PP contingency budget. £5000	<p>Lack of equipment is not cited as a barrier.</p> <p>At least 80% of cohort making expected progress.</p>	<p>Departments have made bids for equipment, payment for visits etc. Ongoing.</p>