

Pupil Premium Plan 2023-2025 (inc school led tutoring))

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	2023-2024
Total number of pupils on roll (PP)	1050
% Of pupils in receipt of PP	37.14% (390 pupils)
Amount of money received per pupil	£955
PP monies received	£362 250.00
Recovery Premium	£86 000.00
Total PP monies received	£461 058

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 2022-24 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 97% 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. Increase the % of pupils achieving grades 4 and 5.
4. 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.
- 5.. 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.

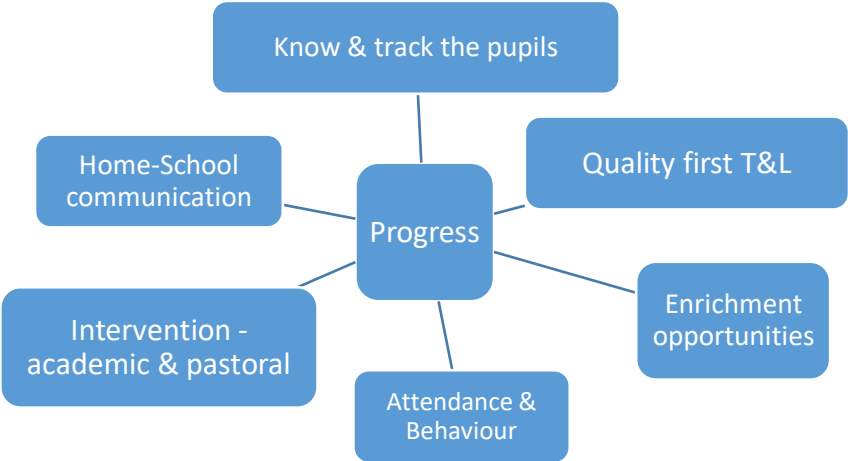
The current profile as of 18th September 2023 can be summarised by;

Year	Number of PP	% Of PP	Male	Female	SEND	PP+	SPP
Year 7	78	32.70	48	30	36	2	2
Year 8	86	40.76	49	37	46	4	2
Year 9	65	32.83	28	37	38	0	1
Year 10	74	40.22	33	41	45	4	5
Year 11	88	35.20	43	45	47	2	4
Total	391	37.14	201	190	209	12	14

Detail	Amount
Pupil premium funding allocation this academic year	£362 250
Recovery premium funding allocation this academic year	£98 808
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£461 058

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Data analysis of 2023 outcomes vs 2019 outcomes has shown the P8 gap to have reduced by 0.39, the attainment gap has narrowed by 0.40. The work conducted with PP+ pupils is strong and continues to show impact. The English Language gap has remained static at 0.67, the English Literature gap narrowed by 0.04. We are still seeing the impact of covid on disadvantaged pupil reading; work is continuing within English and school wide to support the closing of the gap. Maths has seen the gap increase by 0.33. Further drilling down into results and critical questioning will follow early 2023 academic year and further support actioned. Gaps in grades 4 and 5 in English and Maths continue to be a focus area for rapid improvement. In 2023 we saw rapid increase in the progress of high ability PP pupils, with the improvement from 2019 being 0.82. There is still a gap across ability ranges and so this will continue to be a focus. DP male progress improved by 0.2, the gap widened for DP females by 0.74. This is a target area for rapid improvement. The number of disadvantaged pupils entered for EBacc has increased by 9% to 43.9%, a gap of 14.4%. This gap has narrowed by 21.1%. Pupil progress of the 2nd bucket will continue to be a focus. The attainment of PP SEND pupils has increased by 0.99, gap has narrowed by 0.43. Progress of SEND pupils has remained, gap narrowed by 0.11%. A gap between PP an NonPP attendance remains. 2022-23 academic year gap 4.85%. PP PA stood at 45.48% so this is an area for rapid improvement this academic year. There was a 2% gap in attendance between SEND and non-SEND pupils and the gap between LAC and non-LAC attendance was 10%.



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. • Continue to strengthen Quality First Teaching so it is responsive to individual gaps • Further strengthen tracking of departmental intervention. • Further Improve Outcomes of PP boys including those that are upper ability/most able. • Improve P8 and A8 of PP girls. • Close the gap between PP males and females A8 and P8. • Continue to narrow the gap between SEN PP and non. • 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%] [2021-22: non-PP 92.24, PP 85.83%, Gap 6.41%] [2023-23: non-PP 92.27, PP 84.70%, Gap 7.57%] • 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. • Increase the number of pupils achieving grade 4/5 across school. <p>Decrease the gap in performance between PP males and females. 2021/22: P8 PP Females -0.96 (gap 1.54) males -0.78 (gap 0.65) 2023-23: P8 PP Females -0.77 (gap 0.75) males -0.95 (gap 0.78)</p> <p>Increase the progress of SEN K pupils. 2021/22 SEN E +0.27, SEN K -0.72, Gap 0.99. PP SEN E +0.27, PP SEN K -2.25, Gap 2.52. 2023-23 SEN E -0.32, SEN K -0.06, Gap 0.26 PP SEN E +0.76 , PP SEN K -1.83, Gap 2.59</p> <ul style="list-style-type: none"> • 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>2018-19: Non-PP P8 +0.21, PP P8 -0.60, Gap -0.81 2021-22: Non-PP P8 +0.23 PP P8 -0.87, Gap -1.10 2023-23: Non-PP P8 -0.10 PP P8 -0.87, Gap -0.77</p> <ul style="list-style-type: none"> • Full curriculum + offer with high levels of uptake by PP pupils.

Intention	Implementation	Responsible Parties	Timeframe/ Milestone	Resources/Cost	Desired Impact	Evaluation
Focus on PP pupils.	Overview of all areas regularly disseminated – Whole School, HODs, Dept, Establish Achievement Strategic Group.	CDS	Ongoing	Recovery /Pupil Premium salary – (50%) £19 243	Strategic overview of PP strategies, interventions and impact. Review impact of strategies regularly – at least twice a year.	Increased discussion of PP pupils at dept level increasing to increased performance of PP pupils. Progress and attainment gap between disadvantaged and non-disadvantaged narrowed over time. Closing of the attendance gap between disadvantaged and non-disadvantaged pupils.
	Enhanced data analysis of cohorts / groups to inform strategic plans and next steps	MM	After each data collection	Data Analysis Manager / Post Holder £10 854	Regular data analysis across all years with summative commentary informs Strategic group agenda / next steps	
	Ensure accountability of all staff for Pupil Premium Outcomes.	CDS SLT-LMs	Ongoing	Management meeting time	Evidence via Line Management / Dept CPD / Progress Meetings show specific strategies implemented and reviewed	
	Maintain awareness of PP pupils via CPD, regular communication and meetings.	CDS	Ongoing	Staff time Dept CPD time		
	Effective Implementation of DTT to address gaps	HoDs	Ongoing	Staff time Dept CPD time	PP pupils identified on class profile – strategies identified,	

	in knowledge and learning.				implemented and reviewed (DTT).	
	Tight alignment of PP and SEN to ensure no overlap.	CDS, AH & EB	Weekly	Within management meeting cycle.	Strategic overview of PP and SEND pupil barriers and actions.	Regular cross curricular meetings with focus on PP pupil level data. Pupil level discussion at SEND and personalisation meetings, intervention actioned as appropriate.
	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	Progress and attainment gap between disadvantaged and non-disadvantaged narrowed over time.
Quality First T&L	<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 	T&L team / CDS (re PP)	Ongoing. QA each half term.	<p>Lead practitioners £60 000</p> <p>Within CPD budget Staff time</p>	<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>Quality first teaching identified through QA process.</p> <p>Personalised curriculum offers ensuring gaps closed in relation to need leading to greater progress of PP learners.</p> <p>QA processes identifying good</p>

	<p>gender, SEND and PP</p> <ul style="list-style-type: none"> • Effective application of learning strategies • Particular focus within Y9 and 10 due to high proportion of PP pupils. 				<p>Evidence of DTT responding to pupil needs with impact on achievement</p> <p>Quality first teaching maintained as shown in lesson observations, learning walks.</p>	<p>practice to disseminate.</p>
	<p>Ensure Class profiles / Intervention plans / QLA effectively identify student needs and delivery addresses</p>	<p>HoDs</p>	<p>Ongoing</p>	<p>Staff time</p>	<p>Quality of feedback and work monitored via work sample and student voice</p>	
	<p>Enhanced Dept / Individual CPD including further develop use of NC platform</p>	<p>PP</p>	<p>Ongoing</p>	<p>Within CPD budget</p>	<p>Interim reviews / Dept CPD targeted impacts practice</p>	
	<p>Effective use of Seneca and GCSEPod to support closing gaps</p>	<p>CDS PP BS KLM CM</p>	<p>Ongoing</p>	<p>GCSEPod £2500</p>	<p>Regular data grabs of usage Progress data</p>	
	<p>Use of Synergy Classwork module to support pupils closing gaps.</p>	<p>CDS ARB EM HODs</p>	<p>Sept 23, half termly</p>	<p>Admin time £1800</p>	<p>Progress data</p>	
	<p>Purchase and effective use of classroom visualisers to support modelling.</p>	<p>PP</p>	<p>Ongoing.</p>	<p>Purchased 21/22 cycle.</p>	<p>Increased modelling and feedback as shown in lesson observations,</p>	

					learning walks and progress data.	
	Quality Assurance cohort with response effectively evaluates impact on PP	PP CDS HoDs	Half termly	Leadership time	QA documentation highlighting impact of above strategies on PP pupils. Subsequent challenge if not.	
Ensuring low levels of literacy is not a barrier to success.	Further increase profile of reading for pleasure across the school (Refer to Literacy Plan).	JT	Ongoing	Literacy CPD & Resources via Literacy budget	Strengthen achievement across all subject areas and support addressing gaps that have arisen during lockdown Decrease the gap between chronological and reading age	Greater literacy levels across all pupils, opportunities generated that will benefit PP learners disproportionately. Data showing narrowing gap between chronological age and reading age.
	Accelerated Reader use at lower school to encourage regular reading and inform lower school delivery.	JT	Entry and exit assessments	AR £5800	Wider exposure to reading across all subjects for all students	QA form time programme.
	Increase access to wider reading across all subjects including use of MyON and Tutor period programme	JT	Ongoing	Licences budget		
	Literacy CPD to support learning to include strategies for	JT	Staff development sessions	CPD Time	QA evidences more effective support for	QA literacy intervention programmes.

	improving Reading and Vocabulary in the classroom				students with lower literacy levels.	
	Increased access to Literacy enrichment to enhance engagement with wider reading including Author visits and competitions	JT	Ongoing	Staff time	Increase percentage of students reading for pleasure including those who are disadvantaged Increase aspiration of disadvantaged pupils.	Increase in progress of PP pupils evident.
	Reading buddying programme to be extended across year groups to encourage reading out loud. Family reading opportunities to be increased.	JT	October	Staff time	Programme of events for school community on offer Increased opportunities for families to engage with wider reading.	Leadership/enrichment opportunities offered to PP pupils increasing their cultural capital offer.
Improving Achievement of More Able & Boys	CPD revisiting effective More-able strategies (to include Teaching to the top, Challenge and support for all) that show impact. [Refer to More Able/Boys Plan] Academic profile documentation produced and shared.	PMV PMV	Staff development sessions & dept CPD throughout year.	More Able/Boys Co-ordination - £20,000	Boys progress across all abilities achieve at least 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%.	QA showing lessons with increased stretch and depth. Increased number of pupils achieving aspiration target grades, in particular grades 4 and 5.

					<p>2019-20: PP 13.6%, Non 26.6%. Gap - 13%</p> <p>2020-21: PP 13%, Non 29.8%, Gap – 16.8%.</p> <p>Learning walks, student voice and work samples evidence higher levels of challenge and extension for the more able</p> <p>More Able Plan implemented</p>	
Swift academic interventions	Further develop effective use of Departmental CPD to diagnose student need, plan and implement therapy, and test effectiveness of approach.	SLT / HoD	Ongoing	<p>Within school timetable.</p> <p>Additional Literacy & Numeracy Staffing £9,000</p>	At least 80% PP pupils making expected progress.	<p>CPD minutes showing discussion of PP learners and actions as appropriate,</p> <p>DTT approach used by all depts to support personalised learning leading to increased progress of learners.</p>
	Targeted study support within and outside of school day including school holidays.	CDS HOY FTs	Ongoing – updates to CDS	<p>Staff time</p> <p>Holiday time sessions £4000</p>	At least 95% attendance to sessions for targeted pupils.	Targeted small group intervention's personalised in response to learner needs and show impact.

	Increased home school communication for study support targeted pupils.	HODs	Ongoing	Staff time	All departments to improve home school communication (including via Edulink/phone). Increased engagement and study support attendance.	Personalised approach to study support to meet pupils needs, Further increased parental support and home/school link.
Small group interventions	Further refine in-house intervention delivered by interventions team in response to pupil need.	CDS	Ongoing	Intervention team salaries - £65,000	80% of students making at least expected progress in identified subject. QA of intervention programme shows high levels of engagement, and effective delivery Individual Learning plans used to inform support	DTT approach used by all depts to support personalised learning that informs intervention team work. Close communication leading to greater pupil progress. QA sessions, work and pupil/staff voice. SEND and personalisation meeting minutes.
	Source EBacc small group intervention for identified disadvantaged pupils through the NTP – delivered 2023/24 academic year.	CDS SC	Ongoing	£30,000	NTP programme engagement and access in place Improved achievement for targeted students.	

	Monitor use of GCSE Pod for all students and regular share top users. Develop student leadership by the use of GCSEPod champions.	CM CDS	Ongoing, Half termly stats shared.	Licence budget	Increased usage of GCSE Pod as a revision tool.	Data showing greater progress of PP SEN K pupils in particular. Leadership opportunities generated for PP pupils as GCSEPod champions.
	Tutor literacy/numeracy programme for identified SEND pupils who require additional support.	EB CE JT	Ongoing	Built into staffing budget	Improved outcomes in Literacy and Numeracy for SEND cohort	Data showing greater progress of PP SEN K pupils in particular.
Bespoke English & Maths programme of study for identified cohort of year 7 pupils	Further enhance Catch Up provision in English and Maths, so that identified not secondary ready students make accelerated improvements in the basics. Tracking over time updated and impact of programme with bespoke support if required.	CE JT	Ongoing	Within staffing budget.	At least 80% of pupils caught-up with their secondary ready peers. Skills lesson programme of study resourced and in place	DTT approach used by all depts to support personalised learning that informs intervention team work. Close communication leading to greater pupil progress. Data showing improvements in pupil progress.
SEND PP	Further develop partnership with SEND department to ensure provision is	CDS EB	Half termly meetings	Within SEND budget.	At least 80% of cohort make expected or better progress from KS2 starting point.	SEND and personalisation meeting minutes.

	<p>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 links focus on pupil need and next steps – specific focus on PP SEND K pupils.</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 needs of students identified</p>	<p>Data showing greater progress of PP SEN K pupils in particular.</p> <p>Provision map updated regularly to show interventions; academic and pastoral pupils receiving.</p> <p>SEND meeting minutes showing focus on PP SEND K pupils.</p> <p>Pastoral briefings sharing good practice for identified pupils.</p>
PP+	<p>Close tracking of PP+ pupils with bespoke support identified and implemented as required through the PEP process.</p> <p>Partnership ensures that interventions are effective, don't overlap and are cost effective.</p>	AH HR	Ongoing	Within LAC budget.	<p>At least 80% of cohort make expected or better progress.</p> <p>Barriers to learning for cohort addressed through the PEP process</p>	<p>Meeting minutes,</p> <p>QA lessons, work and pupil/staff voice</p> <p>Data showing pupil progress.</p>
Ensuring gaps in skills and knowledge have been narrowed.	Coordinated programme of intervention for timetabled intervention staff –	CDS SC	Ongoing	Intervention Team salaries 50% (See above)	At least 80% of cohort making expected or better progress.	Data showing improvements in pupil progress.

	2023/24 academic year.					Increased used of GCSEPod across all subjects,
	Continue to monitor use of GCSEPod as homework tool.	CDS HoYs	Ongoing, half termly stats shared	Licence budget	Increased engagement	Usage data Progress data
	DTT strategy used to inform teaching and intervention in order to close gaps.	HoDs	Ongoing	CPD time	Further embed the advancements of DTT and Retrieval evident in Learning walks, book sample and student voice	DTT used by all depts to inform study support inside and outside of lesson.
	Academic and pastoral interventions for 50 children programme.	AH CDS	Sept 2023	Staff time External budget	Increased attendance. Fewer behaviour points. At least 80% of cohort make expected or better progress.	Attendance figures Behaviour figures Progress data
	Mentoring provision for identified pupils.	RA team	End Sept 2023 Ongoing	Staff time	Barriers to pupil achievement swiftly identified and resolved.	Attendance figures Progress data
Remote learning plan that ensures all students have access to high quality learning whilst absent from school.	Use of Synergy classwork and courses to ensure no pupil is left behind. High quality bespoke CPD to support use of Synergy.	PP PP & CDS	Half termly Ongoing		All pupils to access learning during periods of absence. 95% attendance and engagement to online lessons	Resources accessed Monitoring of work completed on return to school.

	Admin support to HODs to upload resources.	CDS EM	Half Termly	£1800 (see above)	during periods of isolation.	
	Robust tracking of home learning engagement by attendance and pastoral team for SA pupils to ensure maximum pupil's progress including PP / vulnerable. No pupil is lost.	PP / AH / CDS /LJ/ HOY/PSOs	Ongoing	Support Staff deployed	All students have access to learning offer from day 1 of absence.	
	Ensure equality of access to devices and internet via regular surveys and feedback	PP	Ongoing	Staff time	All students have access to learning offer from day 1 of absence.	
	Implement Laptop Loan system and address barriers to access identified	PP	Ongoing	DFE Laptops	Loan system in place and effectively allocated	
	Return to Learn discussions with pupils/parents on return.	AH/HOYs	Review Autumn half term 1. Ongoing	Staff time Pupil time	Return to learn effectively identifies need and informs next steps	
Enrichment opportunities	Further increase the offer of enrichment opportunities across the school including competitions, trips and visiting speakers. (Link to careers)	TW AR HoDs	Ongoing	Within Staffing budget	Increased opportunities. Increased attendance by PP pupils.	Pupil attendance to clubs. Pupil/staff voice.

	SHINE project re-launched whole school to target PP pupils for Curriculum+ offer.	PMV	Oct 2023		Increased attendance and progress of PP learners.	Increased belonging leading to increased attendance overall.
	SEND PP specific curriculum + offer.	EB	Autumn Term			
	Launch of the Byrchall Participation Programme. Ensure PP are targeted	DF KMM	Sept 2023			
Monitoring & swift intervention of attendance	Increase attendance to narrow gap between PP and Non-PP pupils through effective staff training, tracking, intervention and support systems (Refer to Attendance Plan).	CDS LJ	Ongoing, weekly updates. Daily & weekly intervention.	Attendance £97,000 Rewards £2000	Narrow gap between PP and Non-PP attendance. Reduce gap in PP PA.	Weekly attendance dashboard Regular groups of learners' analysis. Weekly form tutor attendance discussion. Staged approach implemented by all. Caseloads excel sheets showing actions and impact by stakeholders.
	Home visits in response to need.	CDS LJ DGr	Ongoing	Attendance £97,000 (see above)		
	Attendance support from LA	CDS LJ	Sept 2023	£2500		
	Transportation subsidy supports attendance and access to school from	DF	Ongoing	Transport subsidy £35 000	Lack of transport / affordability is not identified as a barrier to attendance	

	most deprived catchment wards					
Programme focused on well-being and support.	PDL programme that focuses on Mental health and positive narrative.	DF CM	Ongoing – form time & PDL lessons.	Planning time / CPD Pastoral support and behaviour support staffing - £91,000	Raise achievement - 80% of cohort making at least expected progress. Student voice identifies effective reintegration post lockdown	Increased attendance. Mentoring log showing impact for identified pupils.
	All staff access accredited Well-Being training	AH	Ongoing	CPD time	Improved wellbeing leading to increased attendance and engagement with lessons.	
	Personalised programme of academic mentoring for identified pupils.	CDS HoY intervention team	Ongoing	Within staffing budget		
Ensuring a smooth year 6 – 7 transition.	Transition for year 6 pupils to ensure parents and pupils are adequately prepared for September 2023. Meet tutor events organised. Website redesign with bespoke transition section including: virtual meet the team, subject area introductions and	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 2022-23: 219	Attendance figures. Behaviour logs. Pupil/parent voice. Pupil numbers.

	<p>lessons and virtual tour.</p> <p>1-to-1 meetings with identified pupils to identify and overcome barriers to learning.</p>	DF/EB		Within staffing budget	Barriers to learning effectively identified and plans in place to address	
	<p>Summer school 2022 and 2023 planned and delivered.</p>	DF	Summer break 2023	Within intervention budget	Increased wellbeing leading to increased attendance. Gaps in knowledge narrowed leading to improvement in progress over time	<p>Attendance figures.</p> <p>Behaviour logs.</p> <p>Pupil/parent voice.</p> <p>Pupil numbers.</p>
Ensuring a smooth lower school – upper school transition	<p>Transition that ensures all pupils and parents are fully prepared for upper school transition.</p> <p>Options process reviewed and altered to ensure depth and breadth of curriculum.</p> <p>Options process that is aspirational.</p> <p>1-2-1 meetings with pupils and parents as needed.</p>	AF TW CE	Ongoing throughout Y9	Staff time	<p>80% of pupils making expected progress.</p> <p>At least maintained levels of EBacc entry (48.7%)</p> <p>Curriculum that is personalised and aspirational.</p>	<p>Attendance figures.</p> <p>Pupil progress data.</p> <p>Pupil/parent voice.</p> <p>Curriculum with depth and breadth</p>

	Taster lessons, lessons and assemblies to support pupils in the process.	AF TW CE	Ongoing throughout year 9.	Staff time		
Strengthening engagement as a barrier to achievement.	Close monitoring of students' engagement & ATL over time planning, implementing and evaluation of personalised interventions.	HoD HoY DF TW LJ KS	Half termly	Part of Pastoral support and behaviour support staffing	80% of cohort making at least expected progress. Improved engagement and ATL scores for students identified	Attendance figures. Behaviour logs. Pupil/parent voice.
High aspirations securing positive outcomes for pupils	All Y10/11 pupils to receive personalised guidance with PP prioritised. Locate different opportunities for raising aspirations, virtual speakers and panels. Refer to Careers/Aspiration Plan & Able/Boys Plan.	TW AR PMV	Ongoing	Within careers budget	80% of cohort making at least expected progress. Ensure NEET figure remains in line with previous and below national.	Meeting logs. Maintain NEET figures,
Strategic planning, tracking and delivery	Strategic review of PP practice Increase profile and secure accountability at all levels	CDS	Ongoing	SLT responsible for PP & Intervention (See above)	Strengthened strategic plan and implementation Ownership of PP agenda by all staff leading to improved provision	Plan. Evaluation of plan. QA lessons, work, pupil, staff and parent voice.

	Implement strategic plan with milestones to review progress.					Progress data showing pupils making good progress.
Personalised approach for all.	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		Data tracking lead and oversight – £10,857 (see above)	At least 80% of cohort making expected progress. QA of Intervention sessions	Data regularly and routinely shared Dept QA minutes, Line management minutes QA lessons, work and pupils, staff and parent voice. Pupil progress data.
Renewal of GCSEPod to provide support for consolidation of current and prior learning.	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 leadership via the use of GCSEPod champions. As now a decline in use Pupil Voice to be gathered. Earlier usage by Year 9 and year 10.	CM CDS		£2500 (see above)	Usage from 2020-21: 4697 pods watched decreased to 2532 in 2022-23 academic year. 85% of students judged as making at least expected progress by the end of the year.	Usage stats. HOY plans. Pupil progress data.

Maintain high quality home-school communication	<p>Blended approach to parents' evenings to continue.</p> <p>Use of Synergy as communication tool. Ensure all PP pupils have parental sign up.</p>	<p>TW DF HoY</p> <p>CDS HOY</p>		Pastoral / Support Staff Deployment	<p>High levels of parental engagement via virtual approach supports raising achievement.</p> <p>85% of students judged as making at least expected progress by the end of the year.</p>	<p>Attendance logs</p> <p>Follow up non-attenders.</p>
Ensuring those entitled to PP claim.	<p>Information on website.</p> <p>Identified pupil families support with claim process if necessary.</p>	CDS		Support Staff Deployment	No pupil entitled to PP funding doesn't claim due to lack of knowledge.	Support given to families to complete paperwork if needed.
Removing physical barriers to learning.	Hardship fund for PP pupils for equipment/enrichment opportunities etc.	CDS		<p>PP contingency budget.</p> <p>£7000</p>	<p>Lack of equipment is not cited as a barrier.</p> <p>At least 80% of cohort making expected progress.</p>	<p>Bid requests,</p> <p>Pupil, parent and staff voice.</p> <p>Attendance figures.</p> <p>Behaviour logs.</p> <p>Pupil progress data.</p>