

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Matthias
Number of students in school	857
Proportion (%) of pupil premium eligible students	56.6%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2022 2022 to 2023 2023 to 2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Dean Coombes, Headteacher
Pupil premium leads	Sarah Jeavons and Yogesh Gainda
Governor / Trustee lead	Sue Moore, Vice Chair of Governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£477,725
Recovery premium funding allocation this academic year	£138,214
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£615,939

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable students and the activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, currently school led tutoring for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. The approaches we have adopted complement each other to help students excel. To be sure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified through our school diagnostic testing and Department Development Plans
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge							
1	<p>Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7, for years 8 – 11 between 29 – 53% of our disadvantaged students arrive below age-related expectations compared to 26 – 52% of their peers.</p>							
	Reading							
		Yr 6 SAT score below 100				Yr 6 SAT score 110 and above		
		Disadvantaged	Non Disadvantaged	Gap (D-ND)		Disadvantaged	Non Disadvantaged	Gap (D-ND)
	Year 11	39%	26%	13%		13%	18%	-5%
	Year 10	29%	32%	-3%		21%	23%	-2%
		Yr 7 SAT score below 100				Yr 7 SAT score 110 and above		
		Disadvantaged	Non Disadvantaged	Gap (D-ND)		Disadvantaged	Non Disadvantaged	Gap (D-ND)
	Year 9	53%	52%	1%		9%	9%	0%
	Year 8	37%	14%	23%		7%	8%	-1%
	<p>GCSE outcomes show that the gap between disadvantaged and non disadvantaged students for a standard pass in English over the last 6 years is between 1 and 24%.</p>							
	GCSE English Grade 4 and above							
		Disadvantaged		Non Disadvantaged		Gap (D-ND)		
	2017	66.7%		90.3%		-24%		
2018	80.0%		84.6%		-5%			
2019	64.8%		77.0%		-12%			
2020	81.2%		82.5%		-1%			
2021	76.4%		87.7%		-11%			
2022	71.9%		91.2%		-19%			

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The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks.

On entry to year 7, for years 8 - 11, between 19 - 73% of our disadvantaged students arrive below age-related expectations compared to 22 - 55% of their peers.

Maths

Yr 6 SAT score below 100				Yr 6 SAT score 110 and above		
	Disadvan- taged	Non Disad- vantaged	Gap (D- ND)	Disadvan- taged	Non Disad- vantaged	Gap (D- ND)
Year 11	36%	24%	12%	11%	16%	-5%
Year 10	19%	25%	-6%	13%	26%	13%
Yr 7 SAT score below 100				Yr 7 SAT score 110 and above		
	Disadvan- taged	Non Disad- vantaged	Gap (D- ND)	Disadvan- taged	Non Disad- vantaged	Gap (D- ND)
Year 9	73%	55%	18%	2%	3%	-1%
Year 8	50%	22%	28%	2%	5%	-3%

GCSE outcomes show that the gap between disadvantaged and non disadvantaged students for a standard pass in maths over the last 6 years is between 8 and 33%.

GCSE Maths Grade 4 and above

	Disadvantaged	Non Disadvantaged	Gap (D- ND)
2017	50.9%	61.3%	-10%
2018	60.0%	74.4%	-14%
2019	42.6%	50.8%	-8%
2020	49.3%	70.0%	-21%
2021	50.6%	83.1%	-33%
2022	53.9%	67.6%	-14%

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Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. Compounded by the lack of student independence. These findings are backed up by several national studies:

	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, particularly in the EBacc subjects.</p>
4	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenge, notably in their retention and evaluation of their knowledge. This is apparent across the curriculum.</p>
5	<p>Our assessments (including SDQ data, wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, family issues exacerbated by the pandemic, peer group/relationship issues, lack of routine, lack of social interaction and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 51% of students (56% of whom are disadvantaged) currently require additional support with social and emotional needs, with 18% of all disadvantaged students currently receiving individual or small group interventions.</p> <p>Current SDQ data shows 34% of students (38% of whom are disadvantaged) require additional support with social and emotional needs, which is a significant decrease since the pandemic and shows the provisions in place are having a positive impact. A tiered system of support in place based on the SDQ data. Form tutors, Year Leaders, internal support and external provision are available for students who require additional support with social and emotional needs.</p>
6	<p>Our attendance data over the last 4 years indicates that the overall attendance amongst disadvantaged students has been over 9% lower than the non disadvantaged students.</p>
7	<p>Our exclusions data over the last 4 years indicates that the rate of fixed term exclusions (suspensions) amongst disadvantaged students has been between 5-11% higher than for the non disadvantaged students.</p> <p>The rate of permanent exclusions amongst disadvantaged students has been between 0.50 - 5.0% higher than for the non-disadvantaged.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged students.	Reading comprehension tests (Renaissance reading) demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4.	2022/23 KS4 outcomes demonstrate a reduction in the gap between disadvantaged and non disadvantaged students for: <ul style="list-style-type: none"> • Attainment 8 • Progress 8 • EBacc average point score. • Standard pass rate in English and maths. • Studying a Modern Foreign Language to increase the number of EBacc entries.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Increase in wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • quantitative data from SDQ. • Embedding Zones of Regulation across school, through regular Friday Zones reflection activities within form time • an increase in participation in enrichment activities, particularly among disadvantaged students. • Extended form time to support students in having additional contact time with their form tutors – key person in school • Weekly assembly linked to events of national importance • Weekly theme of the week linked to assemblies to increase the cultural capital of our students and support wider involvement in school and society • Introduction of student ambassadors to support student leadership and provide a vehicle for student voice
Improved metacognitive and self-regulatory skills among disadvantaged	Teacher reports, internal and external assessments, work scrutiny and class observations suggest disadvantaged students are more able to retain and evaluate their knowledge. This finding is supported by 'Independent Study' completion rates across all classes and subjects.

students across all subjects.	
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	<p>The overall absence rate for all students being broadly in line with the national average for similar schools by 2024/25 (5.88% pre Covid). Milestone 10.0% absence by 22/23.</p> <p>The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced and broadly in line with National average for schools.</p>
To achieve and sustain lower rates of exclusions for all students, particularly our disadvantaged students.	<p>The overall fixed term exclusion (suspension) rate for all students being in line with pre Covid data by 22/23.</p> <p>The percentage of all students who are permanently excluded being below 1%.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£331,026.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments including reading, Complete Maths, CATs and SDQ. Training will be provided for staff to ensure assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3 and 5

<p>are interpreted correctly.</p>		
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training including the WALKTHRU CPD program and support and release time.</p> <p>Further strategies will be shared over the 3 years.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Interleaving https://link.springer.com/article/10.3758%2Fs13423-014-0588-3 https://onlinelibrary.wiley.com/doi/10.1002/acp.1598</p> <p>Retrieval Practice and Processing Load https://www.learningscientists.org/blog/2021/9/9-1</p> <p>Research behind the WALKTHRU program https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>Dan Willingham - Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom.</p> <p>Shimamura's Marge model https://shimamurapubs.wordpress.com/marge-a-whole-brain-learning-approach-for-students-and-teachers</p> <p>Dylan Williams -Embedded Formative Assessment</p> <p>Ron Berger's - Ethic of Excellence</p> <p>EEF Effective Professional Development guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>4</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD courses.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p><u>Diagnostic testing:</u></p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>2, 3 and 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will continue with professional development and instructional coaching focussed on each teacher's subject area.</p> <p>Adopting a targeted reciprocal teaching</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>EEF Reading comprehension:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>programme as a reading strategy for students to comprehend texts and address vocabulary gaps.</p>		
<p>Class sizes reduced by overstaffing in the EBacc subjects.</p> <p>Continued efforts to recruit and train staff through ITT routes.</p>	<p>Reducing class size enables the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of students per teacher becomes smaller.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1,2 and 3</p>
<p>Ensure pupils are not disadvantaged by lack of access to resources or technology.</p>	<p>Lacking sufficient money has an impact on the resources families can access to support child development and learning. The gap in access to devices and internet at home between disadvantaged and non disadvantaged students can be a barrier to students ability to complete school and homework (Independent Study). Disadvantaged students have access to a subsidised iPad scheme and are given revision guides so they have access to the same resources as non disadvantaged students.</p> <p>https://www.oecd-ilibrary.org/docserver/5jlv8zq6hw43-en.pdf?expires=1670600605&id=id&ac-cname=quest&checksum=43C510424EE7390FBE6B7869F20FD715</p>	
<p>Independent Study (homework) is used effectively to support</p>	<p>Independent study supports: improved academic performance, increased motivation and confidence and increased chances to be creative and intellectually creative. The most effective homework is linked to classwork.</p>	<p>4</p>

<p>learning in school and promote independent study from all year groups.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>EEF states that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Independent study at St Matthias is based on retention and retrieval techniques to aid knowledge retention.</p>	
<p>Ambition Institute is used to develop Senior and Middle Leaders and support ECTs.</p>	<p>Leaders are completing NPQ qualifications facilitated by the Ambition Institute and ECT's are enrolled with the Ambition Institute for the delivery of the ECF. Improving leadership will improve teaching and student outcomes. The aim of the Ambition Institute is to help educators serving children from disadvantaged backgrounds to keep getting better.</p> <p>https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf</p>	<p>1,2,3 and 4.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£121,131.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Established Accelerated Reader programme in small groups and 1:1.</p>	<p>Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Accelerated Reader programme: https://www.renaissance.com/products/accelerated-reader/</p>	
<p>Engaging with the National Tutoring Programme to provide tuition for all disadvantaged students regardless of ability since their education has been impacted by the pandemic.</p> <p>Non disadvantaged students who have been most affected by the pandemic will also engage with the National Tutoring Programme to provide tuition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Established subject specific tutoring with Year 11 students in after school sessions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2 and 3
<p>Careers guidance for all</p>	<p>High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear</p>	1,2 and 3

pupils in Year 11 .	<p>understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf</p>	
Year 11 Mentoring for a targeted group of pupils where there are concerns around social, emotional, and mental health concerns.	<p>A targeted group of Year 11 students are offered academic mentoring to support them with concerns surrounding social, emotional, and mental health. Students are allocated an academic mentor and engage in weekly catch-up sessions. This provides a 1-1 space where concerns leading up to exams are shared and support strategies are put in place. Students can also access support surrounding revision approaches, as well as discuss any subject specific concerns they may have. This provision has proven to have a positive impact on students in the lead up to exams.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	1,2 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£163,781.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Adoption of a universal social and emotional learning (SEL) intervention for all specific students who require support with recognising and regulating their behaviour and emotions.</p> <p>Adoption of Zones of Regulation intervention for specific students who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, student training through PSHE lessons, Mental Health first aid training of key members of staff.</p> <p>Educational Psychologist support including specific training and advice for staff on supporting pupils with particular emotional needs</p>	<p>EIF’s report on adolescent mental health found there is evidence to suggest that SEL interventions can have a significant impact on emotional and social skills development and in the reduction of symptoms of depression and anxiety</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Zones of Regulation https://www.zonesofregulation.com/index.html</p> <p>https://www.zonesofregulation.com/research--evidence-base.html</p>	<p>5</p>
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance</p> <p>School Activity</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Set out in DfE’s Improving School Attendance</p>	<p>6</p>

<ul style="list-style-type: none"> • Expansion of staffing to provide additional support with a focus on families / home visits • Targeted staff training to raise understanding of barriers to school attendance • Earlier intervention (SAS 'Support Around Student', attendance support plans) • Staff to have Behaviour for Learning Attendance/ Punctuality focus students identified by ½ termly monitoring 	<p>Rapid evidence assessment on attendance interventions for school-aged pupils (EEF);</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-protocol-Addendum-Nov21.pdf</p>	
<p>Embedding principles of improving behaviour in schools (EEF)</p> <p>School activity:</p> <ul style="list-style-type: none"> • Refinement and application of Consistent Approach • Further training around Restorative approaches 	<p>Creating a culture - How school leaders can optimise behaviour - Tom Bennett</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf</p> <p>EEF - Improving behaviour in Schools – Guidance Report</p> <p>Summary of recommendations:</p>	7

<ul style="list-style-type: none"> • Targeted staff training • Earlier intervention (SAS 'Support Around Student', behaviour support plans) • Staff to have Behaviour for Learning focus students identified by ½ termly monitoring • Review of Rewards and incentives 	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	
<p>Subsidise enrichment opportunities for disadvantaged pupils to supplement the curriculum and develop cultural capital.</p>	<p><i>EEF: "Children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and development of social skills enables them to thrive in and out of the classroom, as well as later life."</i></p> <p>Numerous opportunities for pupils to extend their learning, for example geography field trips, universities, colleges, historical and religious venues; attending music and theatre performances and participating in sports competitions. This year we are working closely with Wolverhampton Music Service to broaden our music offer at St Matthias. Students in both KS3 and KS4 are now able to access 1-1 instrumental lessons in string, brass, percussion, and wood wind. We are also running a weekly vocal group, where a professional vocalist is working with students on their group performance skills.</p> <p>Playing an instrument can help young people to reduce anxiety, gain control of emotions, and</p>	<p>3,4 and 5</p>

	<p>focus attention – by altering the behaviour-regulating and motor areas of the brain.</p> <p>Music To My Brain: Could Music Training Be Used to Improve Adolescent Brain Development? Guido K W Frank, Journal of the American Academy of Child and Adolescent Psychiatry (2014)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year.

Our GCSE outcomes for 2022 for Progress 8 show that our overall Progress 8 score for disadvantaged students has increased from -0.257 (2019) to -0.07 (2022).

In addition to this, the disparity between disadvantaged and non disadvantaged pupils also narrowed from -0.636 (2019) to -0.51 (2022).

KS4 Outcomes							
		2017	2018	2019	2020	2021	2022
Progress 8 Score	Disadvantaged	-0.397	0.086	-0.257			-0.070
	Non Disadvantaged	0.874	0.513	0.379			0.440
	Gap (D - ND)	-1.271	-0.427	-0.636			-0.51
Attainment 8 Score	Disadvantaged	34.60	40.53	33.75	41.26	38.79	39.84
	Non Disadvantaged	46.90	47.06	39.30	48.59	52.20	46.93
	Gap (D - ND)	-12.30	-6.53	-5.55	-7.33	-13.41	-7.09
English & Maths Grade 4 and above	Disadvantaged %	46.40	59.20	38.90	46.40	44.90	50.60
	Non Disadvantaged %	58.10	71.80	49.20	65.00	80.00	67.60
	Gap (D - ND) %	-11.70	-12.60	-10.30	-18.60	-35.10	-17.00
English & Maths Grade 5 and above	Disadvantaged %	23.20	38.80	11.10	24.60	22.50	24.70
	Non Disadvantaged %	41.90	46.20	19.70	38.80	49.20	51.50
	Gap (D - ND) %	-18.70	-7.40	-8.60	-14.20	-26.70	-26.80
English & Maths Grade 9 to 7	Disadvantaged %	5.40	0.00	1.90	2.90	3.40	4.50
	Non Disadvantaged %	12.90	7.70	4.90	8.80	15.40	11.80
	Gap (D - ND) %	-7.50	-7.70	-3.00	-5.90	-12.00	-7.30

Overall attendance in 2021/22:

- The overall attendance amongst disadvantaged students has improved by 6.19%.
- The gap between disadvantaged and non disadvantaged students has decreased by 4.03%.
- The overall attendance and NA gap to similar schools since last year has improved by 3.2%.
- Up until week 6 of Summer 2 we were achieving the 10% milestone with the overall absence rate of 9.9% (The heatwave and sports days impacted heavily on the attendance at the end of term).
- The attendance gap between disadvantaged students and non disadvantaged students has reduced to 5.33%.
- The attendance gap between school data and NA has narrowed to 1.63%.

Exclusions in 2021/22:

Fixed term (suspensions):

- Compared to pre Covid data, the overall suspension rate has improved by 16.52%.
- The rate for disadvantaged students has decreased by 3.54%.
- Compared to pre Covid data, the gap between disadvantaged and non disadvantaged students has narrowed by 1.91%.

Permanent:

- Compared to pre Covid data, the overall permanent exclusion rate has improved by 0.57% and is closer to being below 1% (1.03%).
- The rate for disadvantaged students has decreased by 27.77%.
- Compared to pre Covid data, the overall gap between disadvantaged and non disadvantaged students has narrowed by 3.17%.

Accelerated reader:

Year 7

Over the course of the academic year there was a reduction of 3.3% in the Urgent intervention category, an 8.6% reduction in the Intervention category and a 2.1% reduction in the On watch category. The At/above benchmark category saw an increase of 14%.

Year 8

Over the course of the academic year there was a reduction of 2.8% in the Urgent intervention category and an 3.6% reduction in the Intervention category and a 1% increase in the On watch category. The At/above benchmark category saw an increase of 5.4%, taking 59.6% of pupils in Year 8 to reading score of 95 or above.

Year 9

Over the course of the academic year there was a reduction of 7% in the Intervention category. The On watch category saw an increase of 1.1% increase and the At/above benchmark category saw an increase of 5.9%, taking 70.6% of pupils in Year 9 to reading score of 95 or above.

There has been a 17% decrease in the number of students requiring additional support with social and emotional needs. The reduction in need from 51% during the pandemic to 34% Autumn 22 shows the positive impact of the SEMH programme of support in place.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

Planning, implementation, and evaluation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.