

# 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	859
Proportion (%) of pupil premium eligible students	57.5%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dean Coombes, Headteacher
Pupil premium leads	Sarah Jeavons and Yogesh Gainda
Governor / Trustee lead	Arthur Thompson, Chair of governing board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£471,770
Recovery premium funding allocation this academic year	£72,631
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£544,401</b>

# **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>																																	
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<p>GCSE outcomes show that the gap between disadvantaged and non disadvantaged students for a standard pass in English over the last 5 years is between 1 and 24%.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">GCSE English Grade 4 and above</th> </tr> <tr> <th></th><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Gap (D-ND)</th></tr> </thead> <tbody> <tr> <td>2017</td><td>66.7%</td><td>90.3%</td><td>-24%</td></tr> <tr> <td>2018</td><td>80.0%</td><td>84.6%</td><td>-5%</td></tr> <tr> <td>2019</td><td>64.8%</td><td>77.0%</td><td>-12%</td></tr> <tr> <td>2020</td><td>81.2%</td><td>82.5%</td><td>-1%</td></tr> <tr> <td>2021</td><td>76.4%</td><td>87.7%</td><td>-11%</td></tr> </tbody> </table>							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%
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	<p>2 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.</p> <p>On entry to year 7, for years 8 - 11, between 19 - 73% of our disadvantaged students arrive below age-related expectations compared to 24 - 55% of their peers.</p> <table border="1" data-bbox="266 422 1399 1140"> <thead> <tr> <th colspan="6">Maths</th></tr> <tr> <th></th><th colspan="3">Yr 6 SAT score below 100</th><th colspan="2">Yr 6 SAT score 110 and above 100</th></tr> <tr> <th></th><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Gap (D-ND)</th><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Gap (D-ND)</th></tr> </thead> <tbody> <tr> <td>Year 11</td><td>44%</td><td>30%</td><td>14%</td><td>1%</td><td>15%</td><td>-14%</td></tr> <tr> <td>Year 10</td><td>36%</td><td>24%</td><td>12%</td><td>11%</td><td>16%</td><td>-5%</td></tr> <tr> <td>Year 9</td><td>19%</td><td>25%</td><td>-6%</td><td>13%</td><td>26%</td><td>-13%</td></tr> <tr> <th></th><th colspan="3">Yr 7 SAT score below 100</th><th colspan="2">Yr 6 SAT score 110 and above 100</th></tr> <tr> <th></th><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Gap (D-ND)</th><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Gap (D-ND)</th></tr> <tr> <td>Year 8</td><td>73%</td><td>55%</td><td>18%</td><td>2%</td><td>3%</td><td>-1%</td></tr> <tr> <td>Year 7</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>GCSE outcomes show that the gap between disadvantaged and non disadvantaged students for a standard pass in maths over the last 5 years is between 8 and 33%</p> <table border="1" data-bbox="266 1388 1124 1731"> <thead> <tr> <th colspan="4">GCSE Maths Grade 4 and above</th></tr> <tr> <th></th><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Gap (D-ND)</th></tr> </thead> <tbody> <tr> <td>2017</td><td>50.9%</td><td>61.3%</td><td>-10%</td></tr> <tr> <td>2018</td><td>60.0%</td><td>74.4%</td><td>-14%</td></tr> <tr> <td>2019</td><td>42.6%</td><td>50.8%</td><td>-8%</td></tr> <tr> <td>2020</td><td>49.3%</td><td>70.0%</td><td>-21%</td></tr> <tr> <td>2021</td><td>50.6%</td><td>83.1%</td><td>-33%</td></tr> </tbody> </table>	Maths							Yr 6 SAT score below 100			Yr 6 SAT score 110 and above 100			Disadvantaged	Non Disadvantaged	Gap (D-ND)	Disadvantaged	Non Disadvantaged	Gap (D-ND)	Year 11	44%	30%	14%	1%	15%	-14%	Year 10	36%	24%	12%	11%	16%	-5%	Year 9	19%	25%	-6%	13%	26%	-13%		Yr 7 SAT score below 100			Yr 6 SAT score 110 and above 100			Disadvantaged	Non Disadvantaged	Gap (D-ND)	Disadvantaged	Non Disadvantaged	Gap (D-ND)	Year 8	73%	55%	18%	2%	3%	-1%	Year 7							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%
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3	<p>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> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a></p>																																																																																															

	This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, particularly in the EBacc subjects.
4	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.
5	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.  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.
6	Our attendance data over the last 4 years indicates that the overall attendance amongst disadvantaged students has been between 1-9% lower than for the non-disadvantaged students
7	Our exclusion data over the last 4 years indicates that the rate of fixed term exclusions amongst disadvantaged students has been between 3-12% higher than for the non-disadvantaged students and the rate of permanent exclusions amongst disadvantaged students has been between 0.80-2.91% higher than for the non-disadvantaged

## 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.	2021/22 KS4 outcomes demonstrate a reduction in the gap between disadvantaged and non disadvantaged students for: <ul style="list-style-type: none"> <li>• Attainment 8</li> <li>• Progress 8</li> <li>• EBacc average point score.</li> <li>• Standard pass rate in English and maths.</li> <li>• Studying a Modern Foreign Language to increase the number of EBacc entries.</li> </ul>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Increase in wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• quantitative data from SDQ.</li> <li>• Embedding Zones of Regulation across school.</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	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.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	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 21/22. The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced and broadly in line with National average for similar schools.
To achieve and sustain lower rates of exclusions for all students, particularly our disadvantaged students.	The overall fixed term exclusion rate for all students being in line with pre covid data by 21/22  The percentage of all students who are permanently excluded being below 1%

## 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: £255,250

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 are interpreted correctly.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3 and 5
Developing metacognitive and self-regulation skills in all students.  This will involve ongoing teacher training including the WALKTHRU CPD program and support and release time.  Further strategies will be shared over the 3 years.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.  <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>  Interleaving <a href="https://link.springer.com/article/10.3758%2Fs13423-014-0588-3">https://link.springer.com/article/10.3758%2Fs13423-014-0588-3</a> <a href="https://onlinelibrary.wiley.com/doi/10.1002/acp.1598">https://onlinelibrary.wiley.com/doi/10.1002/acp.1598</a>  Retrieval Practice and Processing Load <a href="https://www.learningscientists.org/blog/2021/9/9-1">https://www.learningscientists.org/blog/2021/9/9-1</a>	4

	<p>Research behind the WALKTHRUs program</p> <p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</a></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</p> <p><a href="https://shimamurapubs.wordpress.com/marge-a-whole-brain-learning-approach-for-students-and-teachers">https://shimamurapubs.wordpress.com/marge-a-whole-brain-learning-approach-for-students-and-teachers</a></p> <p>Dylan Williams - Embedded Formative Assessment</p> <p>Ron Berger's - Ethic of Excellence</p> <p>EEF Effective Professional Development guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD courses.	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:  <a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a>	2, 3 and 4

	<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><a href="https://educationendowmentfoundation.org.uk/public/files/KS2_KS3_Maths_Guidance_2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p><u>Diagnostic testing:</u></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic Assessment Tool.pdf</a></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#"><u>Improving Literacy in Secondary Schools</u></a> 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 programme as a reading strategy for students to comprehend texts and address vocabulary gaps.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#"><u>Improving Literacy in Secondary Schools</u></a></p> <p>EEF Reading comprehension:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="http://word-gap.pdf (oup.com.cn)">word-gap.pdf (oup.com.cn)</a></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>	1

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Class sizes reduced by overstaffing in the Core subjects.  Continued efforts to recruit and train staff through ITT routes.	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1,2 and 3

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

Budgeted cost: £117,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Established Accelerated Reader programme in small groups and 1:1.	Teaching Assistant Interventions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  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:	1

	<p><a href="https://educationendowmentfoundation.org.uk/resource/1000/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1000/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Accelerated Reader programme:</p> <p><a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a></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:</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1000/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1000/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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:</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1000/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1000/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2 and 3

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

Budgeted cost: £171,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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><a href="https://www.eif.org.uk/reviews/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>Zones of Regulation</p> <p><a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a></p> <p><a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a></p>	5
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a></p> <p><b>School Activity</b></p> <ul style="list-style-type: none"> <li>Expansion of staffing to provide additional support with a focus on families / home visits</li> <li>Targeted staff training to raise understanding of barriers to school attendance</li> <li>Earlier intervention (SAS 'Support Around Student', attendance support plans)</li> <li>Staff to have Behaviour for Learning Attendance/ Punctuality focus students identified by ½ termly monitoring</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Set out in DfE's <a href="#">Improving School Attendance</a></p> <p>Rapid evidence assessment on attendance interventions for school-aged pupils (EEF);</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-protocol-Addendum-Nov21.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-protocol-Addendum-Nov21.pdf</a></p>	6

<p>Embedding principles of improving behaviour in schools (EEF)</p> <p><b>School activity:</b></p> <ul style="list-style-type: none"> <li>• Refinement and application of Consistent Approach</li> <li>• Further training around Restorative approaches</li> <li>• Targeted staff training</li> <li>• Earlier intervention (SAS ‘Support Around Student’, behaviour support plans)</li> <li>• Staff to have Behaviour for Learning focus students identified by ½ termly monitoring</li> <li>• Review of Rewards and incentives</li> </ul>	<p>Creating a culture - How school leaders can optimise behaviour - Tom Bennett</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</a></p> <p>EEF - Improving behaviour in Schools – Guidance Report Summary of recommendations:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	7
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 2020 to 2021 academic year.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Hegarty Maths, GCSE Pod, BBC, Oak National Academy and later on live lessons for all students using Microsoft Teams. Vulnerable students were educated in school along with high need SEND students. Mobile routers and devices were loaned to students without access and paper work packs supplied for students.

Our GCSE outcomes for 2020 for Progress 8 show that disadvantaged students had a positive Progress 8 score and the gap narrowed significantly.

KS4 Outcomes						
		2017	2018	2019	2020	2021
Progress 8 Score	Disadvantaged	-0.397	0.086	-0.257	0.250	
	Non Disadvantaged	0.874	0.513	0.379	0.540	
	Gap (D - ND)	-1.271	-0.427	-0.636	-0.290	
Attainment 8 Score	Disadvantaged	34.60	40.53	33.75	41.26	38.79
	Non Disadvantaged	46.90	47.06	39.30	48.59	52.20
	Gap (D - ND)	-12.30	-6.53	-5.55	-7.33	-13.41
English & Maths Grade 4 and above	Disadvantaged %	46.40	59.20	38.90	46.40	44.90
	Non Disadvantaged %	58.10	71.80	49.20	65.00	80.00
	Gap (D - ND) %	-11.70	-12.60	-10.30	-18.60	-35.10
English & Maths Grade 5 and above	Disadvantaged %	23.20	38.80	11.10	24.60	22.50
	Non Disadvantaged %	41.90	46.20	19.70	38.80	49.20
	Gap (D - ND) %	-18.70	-7.40	-8.60	-14.20	-26.70
English & Maths Grade 9 to 7	Disadvantaged %	5.40	0.00	1.90	2.90	
	Non Disadvantaged %	12.90	7.70	4.90	8.80	
	Gap (D - ND) %	-7.50	-7.70	-3.00	-5.90	0.00

Overall attendance in 2020/21 was lower than in the preceding 4 years at 85.9%. At times when all students were expected to attend school, absence among disadvantaged students was 10% higher than their peers and persistent absence 28% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

## **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.