

Honywood School pupil premium 21/22

The pupil premium statement below provides an overview and outline of the strategic approach that Honnywood School is using to improve outcomes and support for pupil premium learners.

As stated in the [DfE guidance](#), school leaders are best placed to assess their learners' needs and use the funding to improve attainment, drawing on evidence of effective practice. It is up to school leaders to decide how to spend the pupil premium.

This document outlines the key areas that the pupil premium has been designated to support at Honnywood School. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. At Honnywood our approach targets the three core areas outlined within the DfE guidance:

1. Teaching

Investing in high-quality teaching

2. Targeted academic support

Additional tuition and support for some learners focussed on their specific catch up needs

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges.

For example:

- Supporting parents and carers
- Access to technology
- Summer support
- Supporting learners' social, emotional, and behavioural needs - Plan for learners with SEND

Honywood School pupil premium strategy statement 21/22

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 learners.

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	Honywood School
Number of learners in school	770
Proportion (%) of pupil premium eligible learners	22%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	James Saunders, Headteacher
Pupil Premium lead	Jo Brook, Deputy Headteacher
Governor / Trustee lead	Jill Ward

Funding overview

Detail	Amount
pupil premium funding allocation this academic year	£128,824
Recovery premium funding allocation this academic year	£ 19,345
pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148,169

Part A: pupil premium strategy plan

Statement of intent

Our intention is to ensure all learners, irrespective of their socio-economic backgrounds or the challenges they may face, continue to achieve high attainment across the curriculum at Honywood. This includes building on the positive progress made in English and Maths last academic year and supporting them to close the gaps that emerged over the pandemic as well as tackling barriers to learning such as the emergence of social, emotional and wellbeing issues

The Honywood School pupil premium strategy looks to support vulnerable learners to achieve their goals in line with all learners at Honywood, including the progress for those who are already high attainers. We understand the challenges to learning faced by our disadvantaged learners, such as learners adopted from care, looked after, young carers and those who have a social worker. We also acknowledge the barriers to learning for some of our learners from low-income families. The activities outlined in this strategy intend to support their needs regardless of whether a learner is at disadvantage or not.

Over the past three years Honywood has been embedding a vision rooted in equality and tackling disadvantage in the form of its capital enhancing approach to the curriculum. This approach extends beyond the classroom to ensure opportunity for all to acquire the attributes of our capitals so they may enter society on a level playing field with more advantaged peers. Despite the challenges of the pandemic the school has continued to focus on these core aspects. As we move to build back from the pandemic we continue to keep relationships at the heart of what we do. Our vision of being the beating heart of the community is central to this - working beyond the school to bring our community together. We recognise the importance of [parental engagement](#) and see our work around supporting personal development as instrumental in supporting learners to close the social and emotional gaps that have been caused by the pandemic.

Additionally, over the past three years, Honywood has had a focus on developing [metacognition](#), [individualised instruction](#) and [feedback](#). Research has shown that these areas have a very positive impact on closing the gap and making the most rapid progress. In the first instance, these areas are addressed through quality first teaching. Our professional development programme is designed to support teachers to deliver their best and constantly develop their practice in these areas. Core texts are used to support teachers such as [Rosenshine's Principles](#) and the [Learning Rainforest](#) - all staff are expected to engage with research in response to these texts.

Attainment at Honywood has improved over the last three years. Data indicates that the gap between disadvantaged and non-disadvantaged has been closing over this period.

Finally, to support teachers to deliver quality first teaching Honywood has implemented a new achievement and behaviour tracking approach that has improved the climate for learning.

The pandemic has created a multitude of issues for many young people and has significantly impacted disadvantaged learners the most, not just academically but also with aspects of their personal and social development. The school will continue to use the pupil premium for academic recovery as well as learners' social and emotional recovery. Our strategy for this academic year has been responsive to the diagnostic assessment of GCSE results over time, attendance pattern, learner progress, achievement and behaviour data. We will continue to review and refine our strategy using diagnostic assessment throughout the academic year to

ensure we address these common challenges and individual needs of our learners. The planned approaches will work in tandem with each other to support learners in adopting a love for learning and achieving high attainment in order to fulfil our aims of striving for both happiness and success. To ensure they are effective we will:

- Act early to intervene at the point when an academic or personal need is identified.
- Continue to build on our whole school approach through building positive relationships and re-establishing pre-covid school enrichment opportunities such as extra-curricular clubs, trips and visits, to close the experience gap the pandemic has increased.
- To have high expectations of all learners and to celebrate their achievements.
- Deliver a thorough and robust PSHE programme.
- Ensure learners have access to a range of pastoral support mechanisms.

Challenges

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

Challenge number	Detail of challenge
<p>1: Improving attainment and progress for disadvantaged learners across English/Maths.</p>	<p>The maths progress and attainment of disadvantaged learners is generally lower than that of their peers and teacher diagnostic assessments suggest that many learners particularly struggle with problem solving tasks.</p> <p>We have seen an improvement in these figures compared with the preceding few years (Progress 8 was -1.8 for Disadvantaged learners in Maths and -1.6 in English in 2018 and -1.31 in Maths and -1.01 in English in 2019). We are determined to achieve positive progress for all learners in both English and Maths and significantly reduce the Basics gap.</p> <p>In 2020 and 2021 the progress figure is more difficult to ascertain due to the pandemic performance measure restrictions. However, analysis of attainment 8 figures mirrors the progress gap that existed prior to the pandemic.</p> <p>In 2021 our modelling suggests a disadvantaged Progress 8 figure for English was positive (+0.1) - however, there was still a gap of -0.11. For Maths the figure was still negative in Maths (-0.15) with a gap of -0.1. Similarly, whilst the Attainment 8 score in English was high - 9.25 for disadvantaged learners, it was lower in Maths (7.67). The percentage of disadvantaged learners achieving a grade 5 or above in English and maths (45.83%) was much lower than the percentage of other learners achieving this measure (53.66%).</p>
<p>2: Improving oracy and literacy skills across the school for disadvantaged learners.</p>	<p>Assessments, observations and discussion with KS3 learners indicate that disadvantaged learners generally have lower levels of reading comprehension speed than peers. This impacts their progress in all subjects.</p> <p>Diagnostic assessments using Lucid screening with learners in year 7 show that there is an issue with reading comprehension speed which is later translated to exam technique issues. We have noticed that learners coming from smaller primary schools score lower than their peers at larger primary schools.</p> <p>After reviewing provision across the school we have found that learners are not always given enough time to speak in lessons or take part in active listening exercises. One challenge is that learners tend to be more passive in their note taking - such as copying definitions.</p>

<p>3: Supporting learners to overcome the mental health challenges that have arisen through the pandemic .</p>	<p>Our assessments, observations and discussions with learners and families suggest that the education and wellbeing of many of our disadvantaged learners has been impacted by partial school closures to a greater extent than for other learners. These findings are backed up by several national studies.</p> <p>Our assessments (including wellbeing survey and our ImpactEd study), observations and discussions with learners and families have identified social and emotional issues for many learners, such as anxiety, self harm, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged learners, including their attainment.</p> <p>During the pandemic, teacher referrals for support have increased. Many learners currently require additional support with social and emotional needs through one to one and small group interventions.</p> <p>This has resulted in significant knowledge gaps resulting in learners falling further behind age-related expectations..</p>
<p>4: Improving the quality of and engagement with, feedback and reflection activities so that learners develop their metacognitive and self regulation skills.</p>	<p>Our observations suggest many lower attaining disadvantaged learners still lack the metacognitive and self-regulation strategies required to take full ownership of their learning. As a result, when faced with challenging tasks, they do not possess the reflective or evaluative skills required to monitor their progress using self awareness of their progress. This is indicated across the curriculum, particularly maths. Where this is tackled well, it is as a result of clear and targeted feedback that guides the learner through a process that develops ownership of their learner and the acquisition of further metacognition and self regulation skills. The challenge is to make this more consistent across the school.</p>
<p>5: Improving behaviour for learning among our disadvantaged cohort.</p>	<p>Last academic year, there was some challenging behaviour from some pupil premium learners. These learners are more likely to gain Fixed Term Exclusions (FTEs) compared to no-disadvantaged peers.</p>
<p>6: Improving the attendance among our disadvantaged learners.</p>	<p>Our attendance data over the last few years indicates that attendance among disadvantaged learners across each cohort has been between 3.2% - 6.6% lower than for non-disadvantaged learners.</p>
<p>7: The Crossover between pupil premium and SEND.</p>	<p>38% of pupil premium Learners are on the SEND register and 10% of them have an Education Health Care Plan (EHCP). Special educational needs (SEND) cohort is above the national average.</p>

Intended outcomes

This section 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
<p>1: To sustain improvement in attainment and progress for disadvantaged learners in English and Maths</p>	<p>A positive Progress 8 score for Disadvantaged learners in Maths. A higher Attainment 8 score for Disadvantaged learners in Maths. A higher proportion of Disadvantaged learners achieve a grade 5 in English and Maths.</p>
<p>2: To improve the literacy and Oracy skills of PP learners - specifically regarding reading comprehension speed and writing notes as well as talking in class</p>	<p>Structure for writing: We do/ I do. Be explicit that the class will work together to model an exemplary piece of work. Learners can then use this to write their own. Structure for talk: Give very clear instructions in order to engage all learners. 'I am going to ask you to think about the answer to the questions silently for 30 seconds. The question is: ... Now I am going to ask you to turn to your partner and share your answers for 30 seconds.' Structure for talk and writing: Similarly, roles should be given during group work to ensure participation from all learners and equal time for talk and writing.</p>
<p>3: To sustain and further develop our capacity to provide support for the mental wellbeing of learners.</p>	<p>Learner survey data shows that learners feel safe and supported. Mental Health referrals are tracked and positive progress recorded. Learners that have experienced interventions make better progress after interventions have taken place</p>
<p>4: To Improve the quality of class feedback and and further develop opportunities for learners to reflect on their work</p>	<p>Evaluations of learning review will demonstrate that pupil premium learners are able to articulate their learning journey on a par with no-disadvantaged peers. Evaluations of books will show no disparity between quality of feedback and amount of feedback given. A positive Progress 8 score for Disadvantaged learners in Maths. A higher Attainment 8 score for Disadvantaged learners in Maths. A higher proportion of Disadvantaged learners achieve a grade 5 in English and Maths.</p>

<p>5: To improve the behaviour for learning among disadvantaged learners</p>	<p>Improved behaviour from PP learners leading to fewer FTEs, fewer periods in Isolation and fewer detentions. FTE and Isolation data to be analysed to track gaps. Wellbeing vision for learners ensures that learner access to appropriate support, referrals to external agencies, alternative curriculum provision and home liaison/intervention is timely and conducive to improving the educational experience of those in need. Pupil premium learners are supported to manage behaviour more positively through accessing a range of pastoral support options.</p>
<p>6: To improve attendance among disadvantaged learners</p>	<p>Pupil premium learners achieve improved levels of attendance and there are fewer Pupil premium learners who are PA. Close intervention and monitoring from Inclusion Officer with lower thresholds for intervention for Pupil premium learners. Fundamentally, Pupil premium learners are in school more regularly and therefore engaging more effectively with lessons and activities. Pupil premium learners are actively encouraged to take part in a wide range of trips, clubs and school responsibilities. Pupil premium learners contribute to the school community and engage more with the prevailing ethos.</p>
<p>7: To improved outcomes from PP/SEND learners and reduce the gap with non-disadvantaged peers</p>	<p>LSAs make effective use of curriculum planners to aid their communication with teachers regarding targeting support. Regular SENCO observations highlight that practice is effective and LSAs are focused in all sessions</p> <p>Pupil premium and SEND learners receive the support they need to engage and progress positively. Ongoing liaison between Cohort Leaders and SENCO ensure correct support is in place. LSa working in subject areas can support individuals with subject specific knowledge and skills. Pupil premium /SEND learners engage and make positive progress.</p>

Activities for Academic Year 2021/2022

The following details outline how we intend to spend our pupil premium (and recovery premium funding) **this academic year (21/22)** to address the challenges listed above.

Teaching (including, CPD, recruitment and retention, behaviour, Oracy and Literacy)

Budgeted cost: **£58,422**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments such as Lucid and data analysis tool 4Matrix.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each learner to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p>	7, 1
<p>Developing teacher feedback and learner response to feedback.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will be rolled out across the school and will complement the focus on books, marking and assessment.</p> <p>It will also tie into the learning review approach - designed to improve metacognition and self regulation</p>	<p>Teaching metacognitive strategies to learners can be an inexpensive method to help learners become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4,

<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 offers (including Teaching for Mastery training).</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 learners' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help learners to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1</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 fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for learners as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</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>IDL intervention: contains modules to improve reading accuracy, reading comprehension and spelling skills which can be used collectively or in isolation. Learners are assessed by appropriately experienced and trained LSA for the starting point on the IDL intervention. The learner's own individual program is then set up and learner supported and monitored as they work through this program.</p> <p>Outcome evidence from internal review</p> <p>Structure for writing: We do/ I do. Be explicit that the class will work together to model an exemplary piece of work. Learners can then use this to write their own.</p> <p>Structure for talk and writing: Similarly, roles should be given during group work to ensure participation from</p>	<p>1, 2</p>

	all learners and equal time for talk and writing.	
<p>Improve the opportunities for learners to develop ORacy skills within the classroom.</p> <p>Appoint a lead for Oracy across the school and review provision and create short term and long term actions to develop Oracy strategies within classroom - provide teacher release time to facilitate review and implement actions.</p>	<p>Outcome evidence from internal review</p> <p>Structure for talk: Give very clear instructions in order to engage all learners. 'I am going to ask you to think about the answer to the questions silently for 30 seconds. The question is: ... Now I am going to ask you to turn to your partner and share your answers for 30 seconds.'</p> <p>Structure for talk and writing: Similarly, roles should be given during group work to ensure participation from all learners and equal time for talk and writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Implement a behaviour system with clear and concise routines. Ensure that this is monitored at whole school level to achieve consistency and review across all groups.</p> <p>To support behaviour systems create interventions to tackle persistent issues. Teacher release time to mentor learners.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Evidence suggests both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	1, 5
<p>Review of SEND provision and create short term and long term actions to develop SEND and teacher working protocols within classroom - provide teacher release time to facilitate review and implement actions.</p>		1, 7

Targeted academic support (including, tutoring, one-to-one support, structured interventions, diagnostic tool)

Budgeted cost: **£56,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged learners who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on learners' 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>Develop in school Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for learners whose education has been most impacted by the pandemic. A significant proportion of the learners who receive tutoring will be disadvantaged, including those who are high attainers. This will include Saturday catch up tuition as well as after school</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining learners or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1.</p>
<p>Offer opportunities for disadvantaged learners to attend the Brilliant Club programme</p>	<p>The Scholars programme has been proven to raise aspiration and achievement within disadvantaged cohorts. Honeywood continue to offer this opportunity to learners each year.</p> <p>https://thebrilliantclub.org/evaluation/programmes-evaluation/</p>	<p>1,</p>

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

Budgeted cost: **£33,391**

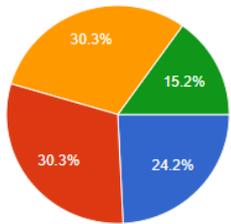
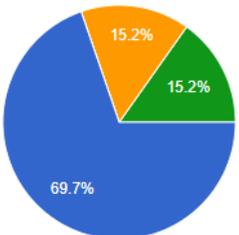
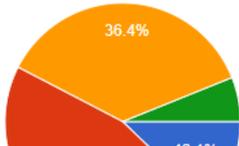
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of trauma perceptive practice as an intervention for specific learners who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff and the appointment of a transition and alternative ed officer to support collaboration with local behaviour hubs and external agencies as well as support transitions for mid year entries and learners returning from other setting.</p> <p>Training and support to create a role of in school counsellor. Pathway interventions run in house by school staff. Provision of teacher release time</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>https://www.impactd.org.uk/impactinpractice</p>	3
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Appoint a new attendance and welfare officer to improve attendance and work with families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6
<p>Purchase of standardised wellbeing diagnostic evaluation tools such as ImpactEd and Boxall.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each learner to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	3
<p>Develop the in house enrichment programme to include an arts focus.</p> <p>Develop Primary Transition programmes with an arts focus</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3

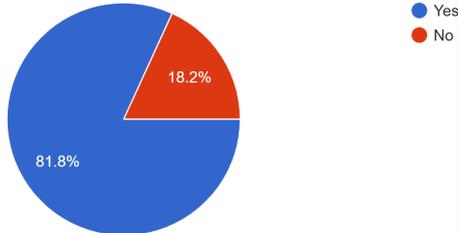
Total budgeted cost: £148,169

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 learners in the 2020 to 2021 academic year.

1. Quality teaching for all			
Action	Intended Outcome	Estimated Impact Did you meet the success criteria? Include impact on learners not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)
Continue to embed 4Matrix data system. Staff training to be able to fully utilise the platform to analyse data.	All relevant staff are confident with using 4Matrix to analyse data, monitor learners progress and implement strategies and interventions to improve attainment for PPG.	 <p> ● Confident ● Quite confident ● Not very confident ● Not confident </p>	(Evidence gathered through PPG Review July 2021 and staff survey feedback) 4Matrix implemented across the school. Over half of staff who responded to the survey felt quite confident/confident. Continued focus needed with staff development next year to ensure all staff are confident with using it.
Ensure all PPG learners are known by teachers and that teachers plan the support, guidance and interventions needed to enable these learners to make progress and reduce the attainment gap.	Teachers have PPG learners identified on registers and/or seating plans. PPG learners make better progress due to the support, guidance and interventions put in place.	 <p> ● Yes ● No ● Some ● Most </p>	The majority of PPG learners are known by teachers, feedback by teachers indicated 84.9% know all or most of the PPG learners in their classes. Through questions in learning walks, some teachers did not know their PPG learners due to a change over in the timetable and new groups. Follow up needed in the Autumn term to check this.
Teachers use data to identify and track progress of learners so that they are able to design impactful	Evidence of teachers using 4Matrix to track PPG learners. Teachers able to articulate/ demonstrate	 <p> ● Yes ● No ● Maybe ● Occasional </p>	Although most teachers plan for/think about the strategies, intervention, support and guidance for the pupil premium

learning effectively and implement effective interventions and support learner progress.	support and interventions provided for PPG learners.		learners in their classes, this needs to be more consistent. Need to continue regular discussion and analysis with SLs in LM. SLs track and discuss with classroom teachers
Teachers model excellence to learners and scaffold learning.	Teachers plan for scaffolding in learning sessions and appropriate resources created to support learning.	 <p>A pie chart with a legend. The legend shows a blue circle for 'Yes' and a red circle for 'No'. The blue slice represents 81.8% and the red slice represents 18.2%.</p>	The majority of teachers model excellence to learners and scaffold learning, further focus needed on how subject time enables teachers to contribute to and use subject curriculum planning to plan opportunities for this.

2. Targeted support			
Action	Intended Outcome	Estimated Impact	Lessons Learned
Identify PPG learners who would benefit from numeracy and literacy support and implement intervention groups.	Raise numeracy and literacy levels	Sessions were run during LS5 with targeted learners for Maths and English interventions. For the learners that attended the sessions regularly the interventions had a positive impact on their progress. In addition to this some PPG learners who were targeted and engaged with the Brilliant Club tuition programme have shown improvements in English. Covid school closures had an impact on this programme of intervention.	Subject Leader's for Maths and English continue to have a focus on data for PPG learners and implement support and interventions where necessary. Continued focus by class teachers for PPG learners. Other lessons learned are that personal intervention is better than remote so we will be looking at ways we can facilitate our own staff leading more interventions this year.
Lucid screening for all learners in Cohort 7 and all PPG learners in Cohort, 8, 9 and 10. PPG learners identified for IDL intervention and other literacy and numeracy interventions.	Identify learners who need further interventions based on results of Lucid screening.	Lucid screening was administered successfully for all of Cohort 7 and for PPG learners across Cohorts 8-11. As a result of this learners were identified for additional interventions and/or access arrangements.	Will continue to use Lucid screening for new Cohort 7 and also retesting of other PPG learners who would benefit from undergoing the screening again.
Implement IDL intervention:	To support learners with dyslexia, visual stress	Learners identified through Lucid screening or other SEND identifiers	Will continue to use this as an intervention. Skill up

contains modules to improve reading accuracy, reading comprehension and spelling skills.	and low level literacy as well as supporting learners to increase their speed and competency when touch-typing.	have been placed on IDL. They have made progress as a result of this intervention.	more LSA's to be able to deliver and monitor.
Ensure more able PPG learners access to external opportunities such as The Brilliant Club	To raise aspirations, particularly in regards to encouraging learners who may have not considered going to University. Develop key university readiness skills, including critical thinking and meta-cognition.	PPG Learners that have been part of the Brilliant Club scholarship programme have really benefited from the academic nature of the course. Full details of impact can be found in the Impact reports provided by the Brilliant Club.	Continue to run the Brilliant Club scholarship programme and ensure as many PPG learners as possible are able to take up the opportunity if they meet the criteria.

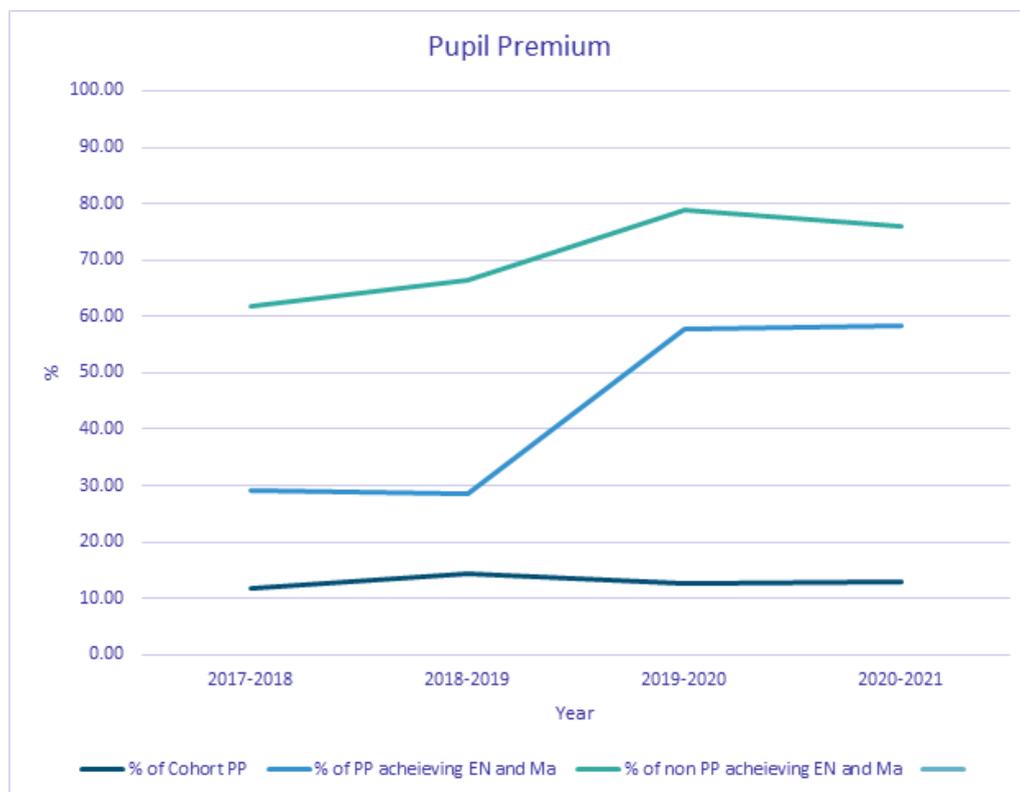
3. Other approaches			
Action	Intended Outcome	Estimated Impact	Lessons Learned
Role of Social Emotional Mental Health (SEMH) and Inclusion Lead to focus on increasing the outcomes for DA learners with their mental wellbeing and academic achievement.	To work closely with relevant staff members to help improve results for DA learners	PPG learners have greatly benefited from the role of the SEMH and Inclusion Lead with a greater focus on their attendance and welfare. This has had a positive impact on most learners who have had this additional support.	Important to keep a focus on the welfare and pastoral support of PPG learners through the pastoral system, LGLs, CLs and SSI.
Interventions led by SEMH & Inclusion Lead and the Family Learning Team	To improve Engagement at school and focus on increased resilience and better social skills	Learners have been well supported through interventions that have been able to be run.	With the restructuring of the FLT team, new pathway interventions have been designed for . PPG learners will be given priority for these.
A focus on attendance for PPG learners. The SEMH & Inclusion Lead to liaise with Cohort Leaders and the FLT to monitor attendance.	To ensure regular school attendance and reduce the PA figure amongst DA and vulnerable learners	A focus has been on this from LGLs, CLs and the SEMH & inclusion Lead. Some improvements were made with some learners but this has not been consistent.	Need a greater focus on attendance and support for PPG learners. Appointment of an attendance and Welfare Officer for September 2021.

(*Caveat due to Covid lockdowns/restrictions this has had an impact on the delivery and implementation of the strategy for 20/21)

Data shows an improvement in outcomes for PPG learners over a 4 year period and a narrowing of the gap between Non PPG and PPG learners.

pupil premium – 4 Year Trend

	% of Cohort PP	% of PP achieving EN and Ma	% of non PP achieving EN and Ma	PP compared to non PP Gap
2017-2018	11.71	29.17	61.88	32.71
2018-2019	14.43	28.57	66.48	37.91
2019-2020	12.68	57.69	78.77	21.08
2020-2021	12.83	58.33	76.07	17.74



Expenditure item	Value £	%
4Matrix	2000	1%
Brilliant Club scholarship programme	5610	4%
Family Learning Team & interventions	50724	37%
IDL	400	0%

IDL staff costs and analysis	4680	3%
Lesson materials	1754	1%
Lucid Exact	2000	1%
Lucid Exact staff costs and analysis	3576	3%
Maths & English interventions	7950	6%
Other pastoral support	14276	11%
PIXL	3375	2%
SEMH & Inclusion support	11000	8%
Staff Learning & Development	25193	19%
Uniform, Revision Guides & Year 11 Leavers Items	3229	2%
Total	135767	100%

