

# PGHS Pupil premium strategy statement 2021-24

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 pupils.

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	Penwortham Girls' High School
Number of pupils in school	788
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Karen Pomeroy, Headteacher
Pupil premium lead	Sumayya Ibrahim
Governor / Trustee lead	Jack Millward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109, 640
Recovery premium funding allocation this academic year	£18, 850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£128, 490</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ambition for all our students is that, irrespective of their background or individual challenges, they make at least good progress and strive to achieve high attainment across the curriculum, particularly in EBacc subjects.*

*This strategy will support all our disadvantaged students to achieve ambitious goals, including progress for those with SEND to those who are already high attainers. We will always consider the challenges faced by vulnerable students, such as those who are ‘looked after children’, those with a social worker, those who are young carers, those who have parents within the armed forces; those with any period of disadvantaged since the start of school age; and those who join us as transients. Activities outlined in this strategy are also intended to support their needs, regardless of whether they are disadvantaged or not.*

*At PGHS, high-quality teaching has always been our first priority, and this lies at the heart of this plan, with a focus on areas in which disadvantaged students require the most support. Extensive research has proven that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged students in our school – as Education Endowment Foundation state, “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment”. Simultaneous to the intended outcomes for disadvantaged students detailed below, will always be our intention to ensure that non-disadvantaged students’ attainment is sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is integral to wider school plans for education recovery, notably in its targeted academic and pastoral support for students whose education has been worst affected, including non-disadvantaged pupils. These will include whole school strategies and targeted approaches, ranging from numeracy and literacy intervention to extracurricular enrichment opportunities to pastoral one-to-one mentoring.*

*We will use robust diagnostic assessment processes to measure the progress of our students, adapting interventions and strategies where necessary to ensure individual needs are met.*

*We will ensure our strategies are implemented effectively by ensuring*

- *We adopt a whole-school approach in which all staff take responsibility for disadvantaged students’ outcomes and raise expectations of what they can achieve.*

- Staff receive the appropriate CPD so they can provide the best possible support for our disadvantaged students, including regular updates on evidence-based approaches and best practice within school.
- Interventions are timely and that students' progress is regularly monitored so that the right interventions are implemented as early as possible.
- All staff have high expectations and ambition for our disadvantaged students, as demonstrated by the challenging work they set.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low reading ages / levels of literacy.</b>  Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Note: the predicted grades produced by the NGRT are lower than the target grades produced by FFTD as they do not take account our previous school performance.</p> <p><b><u>Year 11:</u></b></p> <p>Reading age average (NGRT) non PP = 16.06</p> <p>Reading age average (NGRT) PP = 15.09</p> <p>English Language predicted grade average (NGRT) non PP = 6.06</p> <p>English Language predicted grade average (NGRT) PP = 5.25</p> <p><b><u>Year 10:</u></b></p> <p>Reading age average (NGRT) non PP = 16.17</p> <p>Reading age average (NGRT) PP = 15.1</p> <p>English Language predicted grade average (NGRT) non PP = 5.94</p> <p>English Language predicted grade average (NGRT) PP = 5.64</p> <p><b><u>Year 9:</u></b></p>

	<p>Reading age average (NGRT) non PP = 15.27</p> <p>Reading age average (NGRT) PP = 14.6</p> <p>English Language predicted grade average (NGRT) non PP = 5.79</p> <p>English Language predicted grade average (NGRT) PP = 5.44</p> <p>Writing Age (nomoremarking) non PP = 14y 1m* (national = 14y 0m)</p> <p>Writing age (nomoremarking) PP = 14y 1m (national 12y 7m)</p> <p>*14y 1m is the maximum score calculated by nomoremarking</p> <p><b><u>Year 8:</u></b></p> <p>Reading age average (NGRT) non PP = 14.59</p> <p>Reading age average (NGRT) PP = 12.04</p> <p>English Language predicted grade average (NGRT) non PP = 5.84</p> <p>English Language predicted grade average (NGRT) PP = 4.75</p> <p>Writing Age (nomoremarking) non PP = 14y 1m (national = 12y 10m)</p> <p>Writing age (nomoremarking) PP = 12y 2m (national 11y 0m)</p> <p><b><u>Year 7:</u></b></p> <p>Reading age average (NGRT) non PP = 12.29</p> <p>Reading age average (NGRT) PP = 11.45</p> <p>English Language predicted grade average (NGRT) non PP = 5.27</p> <p>English Language predicted grade average (NGRT) PP = 5.14</p> <p>Writing Age (nomoremarking) non PP = 13y 4m (national = 11y 11m)</p> <p>Writing age (nomoremarking) PP = 13y 1m (national 10y 0m)</p> <p>Students who have been highlighted as having significant gaps with their phonics knowledge are disproportionately PP students in Year 7.</p>
2	<p><b>Low numeracy levels / maths attainment</b></p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with numeracy skills.</p> <p><b><u>Year 7 2021 CAT Quant</u></b></p> <p>Whole year average = 98.69.33</p> <p>Non Disadvantaged = 99.2826</p>

	<p>53/123 = 43% &lt; whole year average      75/138 = 54% &lt; 100 (Age related expectation)</p> <p>Disadvantaged = 95.44      15/25 = 60% &lt; whole year average      17/25 = 68% &lt; 100 (Age related expectation)</p> <p><b><u>Year 7 2020 CAT Quant</u></b></p> <p>Whole year average = 99.632</p> <p>Non Disadvantaged = 101.22 (1 pupil no data)      53/123 = 43% &lt; whole year average      53/123 = 43% &lt; 100 (Age related expectation)</p> <p>Disadvantaged = 92.897 (2 pupils no data)      20/29 = 69% &lt; whole year average      20/29 = 69% &lt; 100 (Age related expectation)</p> <p><b><u>Year 7 2019 CAT Quant</u></b></p> <p>Whole year = 101.721</p> <p>Non Disadvantaged = 102.374 (23 pupils no data)      60/138 = 43% &lt; whole year average      41/107 = 38% &lt; 100 (Age related expectation)</p> <p>Disadvantaged = 98.5455 (6 pupils no data)      13/22 = 59% &lt; whole year average      14/22 = 63% &lt; 100 (Age related expectation)</p> <p>Data shows the negative impact which Covid has had across both disadvantaged and non-disadvantaged pupils</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 63-39% of our disadvantaged pupils arrive below age-related expectations compared to 54-38% of their peers.</p>
3	<p><b>Gaps in curriculum knowledge</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of several of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p>

	This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially reading (as evidenced in the NGRT tests).
4	<p><b>Attendance</b></p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. Prior to covid the gap was approx. 2%, this figure roughly doubled during the pandemic (2020-21 Gap 4.05).</p> <p>Disadvantaged pupils have been typically more likely to be persistently absent (missing 10% or more of their education). Pre-pandemic typically around 20% of our disadvantaged pupils were ‘persistently absent’, compared to approx. 8% of their non-PP peers. During the pandemic it was difficult to accurately measure PA rates as the majority of absence was recorded using the X code.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
5	<p><b>Emotional Health and Wellbeing</b></p> <p>Our assessments (including Class Charts Wellbeing Survey data) and work with pupils and families have identified social and emotional issues for many pupils, 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, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During, and as we emerge from the pandemic, teacher referrals for support markedly increased. In addition to making extensive use of an external counselling service, we have also had to expand our team of trained Mental Health First Aiders to provide the emotional health and wellbeing support that they require.</p> <p>26 disadvantaged pupils (20% of the PP cohort and 22% of all students currently accessing some form of support for their EHWB) currently require additional support with social and emotional needs. They are being provided with a mixture of support consisting of an in-school counselling service, mental health first aider support sessions and close working with external agencies to provide more intensive support where this required.</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
<i>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.</i>	<p>By the end of our current plan in 2023-24, 65% or more of disadvantaged students enter the EBacc. In 2021-22, this was 55%. 2021-22 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• an average attainment 8 score of 53.53</li> <li>• an EBacc average point score of 4.90</li> </ul>

Improved reading comprehension among disadvantaged students across KS3	Reading comprehension tests (NGRT) 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 work scrutiny.
Improved outcomes in maths among disadvantaged students at KS3	Assessment scores (and online platforms) demonstrate improved skills in all the 5 key areas; number, algebra, ratio and proportion, shape and measures and data and probability and a smaller gap between disadvantaged students and their peers. Improvement should also be noted by teachers in day-to-day assessment tasks and work scrutiny.
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing by 2023-24 demonstrated by: <ul style="list-style-type: none"> <li>Quantitative data regarding the number of PP students requiring support for their EHWB has fallen, relative to both the size of the PP cohort and the total number of students accessing EHWB support.</li> <li>a significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged students.</li> </ul>
Achieve and sustain improved attendance for all students, particularly our disadvantaged students	By the end of our current plan in 2023-24, we are aiming to improve the attendance of our disadvantage cohort.  Our aspiration is for our post-pandemic data to show that attendance for our disadvantaged pupils has returned (if not exceeded) the levels achieved in 2017-18. This would involve the gap between disadvantaged and non-disadvantaged pupils being no greater than 2%.  Our aspiration is to reduce persistent absence rates to below pre-pandemic levels. We aim to reduce disadvantaged PA rates to below 15%, or double the figure for non-PP pupils, whichever is lower.  We would these changes to have lowered the impact of absenteeism on the progress and outcomes achieved by disadvantaged pupils.



## 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: £ 36350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of diagnostic assessments (NGRT). CPD delivered to staff on how to interpret data effectively.</i></p> <p><i>Use of the no more marking project to benchmark against national data pupil progress in writing</i></p> <p><i>Phonics training for all English staff to deliver phonics screening, intervention and teaching (leading to Master's credits with Cumbria University)</i></p> <p><i>Purchase of a year's licence to Spellzone to improve the spelling of all KS3, Menglish and Study Plus students</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3

<p><i>Enhancement of our maths teaching and curriculum planning in line with DFE and KS3 Guidance. Fund the release of a further two maths teachers to embed key elements of guidance in school and access to North West Abacus Hub / Mastery training programme.</i></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><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></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="https://educationendowmentfoundation.org.uk/assets/documents/knowledge_reviews/ks2_ks3_maths_guidance_2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>2,3</p>
<p><i>Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools guidance. CPD provided to all subject teachers. Key elements:</i></p> <ul style="list-style-type: none"> <li>• <i>Disciplinary Literacy</i></li> <li>• <i>Explicit teaching of academic vocabulary</i></li> </ul>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>1,2,3</p>
<p><i>Enhancement of teaching across all subjects through CPD, collaborative planning and peer</i></p>	<p>EEF Research on effective Components of High Quality Teaching;</p> <p>2019 EIF Research and subsequent subject specific reports in Maths,</p>	<p>1,2,3</p>

<p><i>observations / coaching models:</i></p> <ul style="list-style-type: none"> <li>• <i>Explicit teaching</i></li> <li>• <i>Scaffolding</i></li> <li>• <i>Cognitive and metacognitive strategies</i></li> <li>• <i>Flexible Grouping</i></li> </ul>	<p>Science, MFL, Geography, History, Music and RE to inform whole school and subject-specific pedagogical approaches.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £56500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Programme for KS3 disadvantaged students currently below functional literacy</i>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#"><u>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	1,2,3
<i>Targeted reciprocal reading programme as a reading intervention for additional help to comprehend texts and address vocabulary gaps. Delivered to disadvantaged students through our Accelerated Learning sessions, which included Step Units (Silver, 1, 2 and Gold); Bedrock; Rapid Plus and Spellzone.</i>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#"><u>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	1,2,3
<i>Additional Numeracy intervention programme</i>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the</p>	2,3

<p><i>(delivered to disadvantaged students via our Accelerated Learning programme). To include Mastery techniques ad AQA Entry Level Components 1,2 3 (Yr7); 4,5,6 (Yr 8); 7; 8 (Yr9)</i></p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><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></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence-and-practice/subject-guidance/mathematics/ks2-ks3-maths-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p><i>Additional literacy interventions across KS4 for lower attaining disadvantaged students: Intervention delivered instead of 1 option subject (English Study plus; Menglish). To include Functional Skills Levels 1 and 2; Bedrock</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence-and-practice/interventions/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/education-evidence-and-practice/interventions/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
<p><i>Additional numeracy interventions across KS4 for lower attaining disadvantaged students: Intervention delivered instead of 1 option subject (maths Study Plus; Menglish). To included Foundation Scheme and Mastery Units</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence-and-practice/interventions/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/education-evidence-and-practice/interventions/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p><i>Blend of mentoring and school-led tutoring for</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	1,2,3

<p><i>disadvantaged students whose education has been most impacted by the pandemic.</i></p> <ul style="list-style-type: none"> <li>• <i>Across all KS4 subjects</i></li> <li>• <i>Particular focus on Reading and Maths at KS3</i></li> </ul>	<p>method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#"><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p>And in small groups:</p> <p><a href="#"><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	
<p><i>Implement IDL programme for SEND disadvantaged students at KS3</i></p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#"><u>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	1,3

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>- <i>Identified staff to receive training on how to develop and implement new strategies.</i></li> <li>- <i>School's AIW allocated specific time each week to support attendance of identified disadvantaged students across both Key stages.</i></li> </ul>	<p>DfE Guidance on how to improve school attendance identifies the following actions as key to improving attendance:</p> <ul style="list-style-type: none"> <li>- Make sure staff receive professional development and support to deploy attendance systems effectively.</li> <li>- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create,</li> </ul>	5

<ul style="list-style-type: none"> <li>- <i>Full Time Family Liaison Worker to be appointed January 2022 to work with the families of our most disadvantaged and vulnerable families, to include a focus on supporting good attendance.</i></li>   <li>- <i>Attendance reward programme to acknowledge perfect attendance. Vouchers awarded which can be exchanged for discounts on events/trips and to buy purchases at the school shop.</i></li>   <li>- <i>Extensive communication with parents, both at the school level through newsletters and tweets, and individually through bespoke letters and regular phone calls to parents of pupils with low or declining attendance. Parents always given the option to come into school to discuss attendance face to face.</i></li>   <li>- <i>Attendance Partners (APs) introduced and attached to PA students. AP work closely with parents and pupils to raise attendance. PP and vulnerable pupils prioritised.</i></li> </ul>	<p>build and maintain systems and performance.</p> <ul style="list-style-type: none"> <li>- Deliver intervention in a targeted way, in response to data or intelligence. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence</li>   <li>- Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.</li>   <li>- Build respectful relationships and communicate honestly. Liaise with other agencies working with pupils and their families to support attendance</li> </ul>	
<p><i>Pastoral mentoring for identified disadvantaged students. 1:1 sessions will focus primarily on 3 areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Attendance</i></li> <li>• <i>Homework / independent study</i></li> <li>• <i>Revision</i></li> </ul>	<p>Providing students with a positive role model who helps them 'build confidence, develop resilience and raise aspirations' (EEF), which leads to improved outcomes.</p>	3,4,5
<p><i>Promote positive emotional health and wellbeing of identified disadvantaged students by:</i></p>	<p>Maintain provision of a counselling service for those students who require it.</p> <p>Further expand the team of Mental Health First Aiders to provide additional support.</p> <p>Provide DfE-funded training for Mental Health Lead to ensure</p>	4

	high-quality, strategically led provision is in place. Increasing the extra-curricular participation rates of PP students.	
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

**Total budgeted cost: £168,850**

## 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 pupils in the 2021 to 2022 academic year.

*IMPACT of strategies to Improve attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.*

The outcomes for disadvantaged students clearly indicate that this cohort perform well and this is evidenced by the headline measures outlined below.

Headline measures:

	All pupils	Disadvantaged pupils
Attainment 8	59.24	53.53
Progress 8	0.76	0.61
English Progress 8	0.67	0.48
Maths Progress 8	0.58	0.68
EBACC Progress 8	0.95	0.82
Open Progress 8	0.73	0.45

EBacc entry was 55%, which is significantly higher than in the previous years (2021 = 28.6%, 2020 = 42.9%, 2019 = 37%).

*IMPACT of strategies to Improve reading comprehension among disadvantaged students across KS3: NGRT assessment of reading age.*

Please note: All students who have recorded a reading age significantly below this Autumn will be retested asap to ascertain:

- a) if the data is accurate (80% accuracy rate for NGRT)
- b) the main barrier to reading (Phonics; Fluency; Comprehension)

**DP Y8** (YR 7 2021-22)

Spring 22: 12.6

Autumn 22: 13.1

**Difference: 0.5**

**DP Y9** (Yr 8 2021-22)

Spring 22: 13.5

Autumn 22: 13.1

**Difference: -0.4**

**DP Y10** (Yr 9 2021-22):

Spring 22: 15.0

Autumn 22: 15.5

**Difference: 0.5**

**DP Y11** (Yr10 2021-22)

Spring 2022: **15.4**

Autumn 2022: **14.5**

4 students significantly below chronological age (2+ years below)

*Yr 11 data skewed by long term absence of 2 students with sig. health concerns.*

***IMPACT of strategies to improve outcomes in maths among disadvantaged students at KS3***

Data from NGRT Progress Tests in Maths. Shows increase in percentile rating for all KS3 year groups Nat. Av: 50%

		Total Raw Score	Number score	Ratio and proportion score	Algebra score	Measurement score	Geometry score	Statistics score	Fluency in facts and procedures score	Fluency in conceptual understanding score	Problem solving score	Mathematical reasoning score	National Percentile Rank
Year 7 January 2022	Disadvantaged	34	20	3	0	3	4	4	12	13	5	5	45
	All pupils	39	23	3	0	3	5	5	13	15	5	7	55
Year 7 June 2022	Disadvantaged	42	25	4	0	3	6	5	14	15	5	8	57
	All pupils	48	28	4	0	3	7	5	15	17	6	9	68
Year 8 January 2022	Disadvantaged	10	4	1	1	1	1	2	2	3	1	6	20
	All pupils	24	11	2	3	3	1	4	3	12	1	8	49
Year 8 June 2022	Disadvantaged	21	9	2	3	3	1	3	2	9	1	8	35
	All pupils	30	13	3	4	4	1	5	3	14	2	12	52
Year 9 January 2022	Disadvantaged	17	5	3	2	4	1	3	3	8	0	6	42
	All pupils	23	7	5	2	5	1	3	4	11	0	8	56
Year 9 June 2022	Disadvantaged	18	5	4	3	4	2	3	3	9	0	7	45
	All pupils	24	10	7	2	6	1	3	5	12	0	8	59

*IMPACT of strategies to achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged*

Sustained high levels of wellbeing by 2023-24 demonstrated by:

Quantitative data regarding the number of PP students requiring support for their EHWB has fallen, relative to both the size of the PP cohort and the total number of students accessing EHWB support:

**September 2021 - 17 students from a cohort of 132 (13%)**

**November 2022 - 12 students from a cohort of 141 (9%)**

### **PP participation in school events**

Nov 21 then **October 22**

Year 7 - 96% **61%**

Year 8 - 94% **100%**

Year 9 - 41% **75%**

Year 10 - 30% **41%**

Year 11 - 73% **61%**

Participation in residential trips for 2022 - 2023 for PP (Please note: These opportunities are subsidised and we always ensure a proportionate amount of DP students attend all residential trips). DP students who are unable to go on a particularly oversubscribed trip are prioritised for others.

Year 8 26% applied 50% secured

Year 9 26% applied 75% secured  
Year 10 50% applied 100% secured  
Year 11 36% applied 100% secured

***IMPACT of strategies to achieve and sustain improved attendance for all students, particularly our disadvantaged students***

Overall, disadvantaged attendance struggled during 2021-22 as school life slowly returned to normality as pandemic restrictions declined. Our PP attendance figure for the academic year was just 88.9%, appropriately 5% below the attendance rate of our non-PP cohort (93.7%). FFT analysis categorised our FSM6 attendance as excellent when compared with national data (+3.1%). The attendance difference between our FSM6 cohort and FSM6 national was also larger than the equivalent figure for our non-PP cohort by 1.1%. 48 PP students met the absence threshold (attendance below 90%) - 41% of the PP cohort. This figure was over twice as large as the non-PP figure of 17%. Although considerably above the target set in this document, our PA figures were also categorised as significantly above national by FFT and were ranked in the lowest 20% of comparative schools by the DfE (IDRS 2022).

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
N/A	N/A

## **Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*