

# UHS Pupil premium strategy statement 2021 - 2022

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 as at 01.09.2021

Detail	Data						
School name	Uxbridge High School						
Number of pupils in school	1353						
Proportion (%) of pupil premium eligible pupils	<table border="1"> <tr> <td>Year 7 – 33.6%</td> <td rowspan="5">Overall - 35.4%</td> </tr> <tr> <td>Year 8 – 34.2%</td> </tr> <tr> <td>Year 9 – 39%</td> </tr> <tr> <td>Year 10 – 39.5%</td> </tr> <tr> <td>Year 11 – 38.5%</td> </tr> </table>	Year 7 – 33.6%	Overall - 35.4%	Year 8 – 34.2%	Year 9 – 39%	Year 10 – 39.5%	Year 11 – 38.5%
Year 7 – 33.6%	Overall - 35.4%						
Year 8 – 34.2%							
Year 9 – 39%							
Year 10 – 39.5%							
Year 11 – 38.5%							
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024						
Date this statement was published	September 2021						
Date on which it will be reviewed	January 2022 & September 2022						
Statement authorised by	N Clemens						
Pupil premium lead	J Kerrisk						
Governor / Trustee lead	C Lori						

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 434,831
School contribution	£69,093
*Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 503,924
Recovery premium funding allocation this academic year	*£61,045
School Led Tutoring Allocation	*£51,233
	*funding to be split between PP and non PP students

## Part A: Pupil premium strategy plan

### Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools. Even though its causes are entrenched and complex, it is clear that schools can make a difference. We believe that great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children. In line with EEF's guide and recommendations, we acknowledge that by taking a tiered approach to Pupil Premium spending teaching should be the top priority. We use the Pupil Premium Funding to offer targeted support for struggling students. This also takes into account implementing strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. We also acknowledge the fact that not all PP students are low attainers so we continue to support all including our most-able disadvantaged students.

As an inclusive school, our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Research has found that disadvantaged students have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of students qualifying for pupil premium nationally. It is therefore more important than ever that we focus on support for our disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure 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
- 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	<i>Low literacy and comprehension levels which prevent some PP students from fully accessing the curriculum. Students with SEN face additional challenges.</i>
2	<i>Some PP students lack self-esteem and confidence which results in them choosing to remain passive learners in the classroom leading to lower progress.</i>
3	<i>Room for increased challenge when learning which will lead to accelerated progress for some PP students as it allows them to engage with higher order thinking skills.</i>
4	<i>Attendance and Punctuality below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success. This is a significant barrier to learning for many disadvantaged students.</i>
5	<i>Social, emotional and mental health issues caused by broken family structures, low parental engagement, education not being valued in the local community and the lack of positive role models.</i>
6	<i>Lack of access to wider educational and cultural experiences limiting exposure to cultural capital.</i>
7	<i>Lost learning due to the impact of covid.</i>

## 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
<p><b>1 Low literacy</b></p> <p>As part of our reading recovery and literacy canon action plan, we identify PP students who may be disadvantaged by a literacy gap and underdeveloped vocabulary. Current data shows that 80% of PP students in Year 7 are below reading chronological age whereas in Year 8, that figure is 73%. These students benefit from our form time literacy canon as they are exposed to good quality reading of well-chosen texts. Lucid testing for Year 7 has offered us an excellent tool to identify earlier any student whose fluency and comprehension are not on a par with their reading age. Students can then be placed in a number of literacy interventions including a new, more intensive Y7L</p>	<p>High quality intervention sessions are delivered that ensure that appropriate progress is made at the Foundation level in developing reading skills. Students become more independent and fluent at reading and take control over their own development. Students maintain an average of 85% - 90% in AR assessments. Reading skills are in line with actual age or their peers. Students reading speed increases.</p> <p>Students' oracy (including speech and language) are sufficiently developed to that they can access the curriculum.</p> <p>Using prior attainment data staff can plan lessons for SEN students more effectively. SEN</p>

<p>intervention group, a literacy nurture group or in class adapted teaching. All Year 7 and Year 8 students follow the Accelerated Reader scheme which allows them to develop their reading without having to buy books. Year 8 and Year 9 literacy intervention allows students to develop both reading and writing skills. 1-1 reading opportunities are also available for students whose reading is well below RA. Oracy is built into English scheme and is developed further through speaking competitions. All students present in front of their peers further developing oracy skills.</p> <p>SEN PP students are given access arrangements that they require to access the curriculum. Staff are given clear communication around the adaptations required for each child in their class. CPD is provided to share strategies for improving teaching and learning for specific groups of SEN students, leading to better delivery and progress of students in lessons.</p>	<p>students can more confidently access the curriculum. Provision for Year 7 &amp; 8 will be monitored and evaluated to improve intervention systems going forward so that they have a greater impact.</p>
<p><b>2 Learning in the classroom</b></p> <p>All PP students consistently receive high quality teaching and learning which supports and challenges them to make good or better progress from the Foundation years through to the Advanced years. Students takes risks and are not afraid to make mistakes. Teachers check for gaps in learning and adapt teaching where appropriate. Where intervention is needed, it is personalised. This approach will help ensure that every Pupil Premium student makes progress in line with their peers. PP students to be explicitly targeted by school leaders where needed to raise motivation – especially in the Mastery and Advanced years; and aspiration – especially in Foundation and Transition years. Curriculum maps are reviewed, updated and highlight support for PP students.</p>	<p>Effective use of Question Level Analysis (QLA) for academic transition; this will pinpoint areas of curriculum for catch-up and adaptive teaching.</p> <p>Barriers to learning across all year groups are quickly identified and addressed. Monitoring and tracking procedures are robust. Interventions are planned by curriculum areas and reviewed to support/accelerate progress. Groups such as, WBR, SEN and Services children will be effectively supported by teaching staff and by the pastoral team where needed; appropriate provisions will be in place, appropriate resources will be used and appropriate in-class support will ensure this group of students achieve their outcomes in a timely manner.</p> <p>The overall academic progress and attainment of every Pupil Premium student will be monitored regularly by senior leaders, school governors, curriculum leaders and heads of house.</p> <p>Reduce the progress 8 gap to &lt; 0.1      Reduce the attainment 8 gap to &lt; 0.5</p>

<p><b>3 Stretch and Challenge</b></p> <p>Increased challenge in all subject/curriculum areas so that it is consistently high for all but especially for PP students who should not be seen as just low achieving students. Teaching and Learning ensures that lessons are consistently differentiated so that there are better and more scaffolded steps built in to learning over time. Skills required across curriculum areas are highlighted to support students in making links. Feedback is meaningful and purposeful which helps accelerate learning. The sequencing of curriculum maps will ensure students build on prior learning in key knowledge, skills and concepts.</p>	<p>Learning walks and work reviews will show that differentiation and scaffolding for PP students is personalised and targeted so that students can be seen to be making rapid and sustainable progress. Staff use a variety of feedback and adapt their teaching to which students use to make progress. CLs use ALPs at advanced level to ensure the most able students continue to be stretched and challenged.</p> <p>High attaining PP students will be identified and will continue to work at a high level throughout their time at UHS. As a result of a carefully planned curriculum, students will make rapid and sustained progress and excel across a wide range of subjects. Some high achieving PP students will be identified to participate in some of the Online Tutoring sessions to so as to accelerate learning.</p>
<p><b>4 Attendance and Punctuality</b></p> <p>To reduce the gap in attendance between PP and non PP to zero</p>	<p>Support and interventions are targeted at students and parents to impact on reducing the gap.</p> <p>Student and parent needs are identified and appropriate interventions implemented.</p> <p>Staff at all levels form tutor, HOY, AHOY Leadership are active in improving attendance of PP students and support a positive attendance culture.</p> <p>Rewards for good attendance are valued by students.</p> <p>Barriers for non-attendance EG: inappropriate curriculums, MH are removed.</p> <p>Sanctions are applied consistently and fairly where appropriate.</p>
<p><b>5 Social, Emotional &amp; Mental Health</b></p> <p>Pastoral and behavioural support will be carefully planned so that every child is ready to learn and so that they can access the curriculum more confidently. Students that are at risk of exclusions have positive behaviour strategies put in place that allow them to see the value and importance of learning which in turn prevents them from missing out on education.</p>	<p>Barriers to learning are identified so that both student and family can be supported throughout the student's educational experience at Uxbridge High School. Examples include - 1:1 mentoring, anxiety small groups, self-esteem small groups, referral to external agencies, group social skills work and homework support, home visits. The Wessex House system continues to play an important role in supporting the needs of students so that they can tackle barriers to learning more confidently.</p>

	<p>Students supported with mental health and well-being issues by the mental health support team that act as a barrier to learning.</p> <p>Personalised action plans (Behaviour Support Plan &amp; Pastoral Support Plan) are successfully monitored and evaluated by school leaders and the pastoral team to accelerate student progress.</p> <p>Behaviour Support Plans are followed by all staff to ensure PP students have positive experiences in class and around school.</p> <p>All students respond positively to the school's 'proud' values. They demonstrate qualities such as being positive, respectful, open-minded, unique and determined.</p> <p>Students who have had experienced early life trauma are supported, monitored and helped to become confident and independent.</p>
<p><b>6 Wider Education &amp; Cultural Capital</b></p> <p>Provide opportunities for learning beyond the classroom. Pupil Premium students regularly take part in a variety of out of lesson activities which will form lifelong memories and contribute towards the enrichment of our students' character.</p> <p>Continue to develop independent CEIAG using Gatsby benchmarking to ensure that PP students get appropriate support especially at transition times; Foundations through to Advanced.</p>	<p>PP students will be targeted for enrichment opportunities and encourage to participate in the enrichment club programme. These experiences will increase their cultural capital. Students will be clear about their local (Hillingdon) and national heritage and will use the knowledge and understanding that they gain from these experiences to enhance their work, behaviour and aspirations. The participation of all enrichment activities to be at least 40% of Pupil Premium students.</p> <p>At least 40% of the Student Leadership Team to consist of PP students.</p> <p>The House teams monitors the overall rewards and interventions for all Pupil Premium students. The attendance of Pupil Premium students to extra-curricular clubs will be monitored each half term and those who do not attend will be encouraged to try one.</p> <p>Students start to become aware of the importance of careers from 7.</p> <p>Aspirations/ career paths are regularly discussed and linked to local employment opportunities. Parents and carers support learning at home and are in regular communication with the school regarding educational next steps. Attendance on all trips and visits to be at least 40% of Pupil Premium students. Destinations for all students is</p>

	<p>closely monitored including disadvantaged Sixth Form students, where they are fully supported in making informed decision on choosing the right career path for them.</p>
<p><b>7 Learning catch-up due to impact Covid</b>          Taking into account the impact of Covid – 19 on the lives of disadvantaged students, the school continues to support the needs of these students.</p> <p>The <b>recovery premium</b> to be used to:          support the quality of teaching, such as staff professional development, provide targeted academic support, such as tutoring, deal with non-academic barriers to success in school, for example, behaviour, attendance, and social and emotional support.</p> <p><b>School led tutoring programme:</b>          Tutoring is one of the most effective tools for helping pupils recover lost education and many students have already benefited last year from the NTP. Engaging with this programme again will help provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</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 and in small groups.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p> <p>One to one tuition approaches can enable students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding.</p> <p>PP students to be offered laptops, tablets and 4G wireless routers where needs arise so that they can confidently access remote education.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. The recovery premium will also be used to support in line with the needs of the students.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,458

Activity	Evidence that supports this	Challenge number addressed
<p><b>UHS Curriculum:</b> Review all curriculum maps annually and SOW regularly to ensure the content and delivery meets the needs of all our students. Students know more and remember more. There is a culture where all members of the community value all aspects of the curriculum equally. The UHS Way – We develop the whole student in a safe, inclusive and supportive environment. A school which nurtures students’ ambitions ensuring all are PROUD of their success.’</p> <p><b>The wider curriculum:</b> Opportunities are sign posted on all curriculum maps, they then happen and/or the impact on learning and enjoyment is reviewed.</p> <p><b>Transition Curriculum:</b> Ensure our Y7 curriculum follows the learning at primary school and prepares students for the demand of the UHS curriculum. Review the current Y7 maps based on feedback from primary schools regarding the impact of Covid on the KS2 curriculum. Ensure all PP students complete the Y6/7 transition work during the summer and at the start of September.</p> <p><b>SEND PP students are supported to access the curriculum:</b> Regular reviews of our students’ needs so that they can confidently access the full curriculum.</p>	<p>The EEF Guide to Pupil Premium – August 2021  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>The forgotten: How White working-class pupils have been let down, and how to change it - Education Select committee report 2021  <a href="https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8502.htm">https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8502.htm</a></p> <p>Supporting the Attainment of Disadvantaged Pupils  <a href="https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils">https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</a></p> <p>Teaching and Learning toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Wider strategies - Transition  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Special Educational Needs in Mainstream Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>DFE - SEN Codes of Practice  <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p>Diagnostic Assessments  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</a></p>	<p>1237</p>



	DFE: The reading framework: teaching the foundations of literacy <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>	
<p>Consolidation and development of school online learning resources to support <b>blended learning</b> and reinforce core skills in school. Blended learning uses online apps and programs to teach concepts where PP students can learn at their own pace. It also lets students work at their current level of understanding. Slower paced learning can take place as students can repeat and review exercises as many times as needed. Faster paced learners can move ahead at a quicker pace.</p> <p>To support vulnerable students who have no/limited access to the internet at home:</p> <p>Laptops, tablets and connectivity support will be provided in line with the needs of each student. Students who cannot access school due to covid will also be supported so that they can continue to engage in and access the curriculum.</p>	<p><b>Remote schooling: new EEF evidence review highlights core features that can unlock its potential</b> <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</a></p> <p><b>Using Digital Technology to Improve Learning</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1237
<p><b>Feedback</b> to focus on ensuring Pupil Premium students are making progress. High quality feedback to Pupil Premium students will help with learning/catch-up and progress. Timely assessment and feedback methods are used to motivate and encourage progress.</p>	<p><b>Feedback</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1237
<p>Use of <b>CPD</b> sessions to promote latest research in classroom practice to enhance the quality of teaching and learning. For example – the GROW teacher model, the early careers framework, the National College. This also includes the UHS curriculum recommended reading and research. Examples include The CPD Curriculum by Zoe and Mark Enser and Running the Room by Tom Bennett.</p>	<p><b>National College: Remote CPD for Teachers Can Improve Pupil Outcomes</b> <a href="https://blog.thenationalcollege.co.uk/news/eef-remote-cpd-for-teachers#:~:text=EEF%3A%20Remote%20CPD%20for%20Teachers%20can%20improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcomes">https://blog.thenationalcollege.co.uk/news/eef-remote-cpd-for-teachers#:~:text=EEF%3A%20Remote%20CPD%20for%20Teachers%20can%20improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcomes</a></p>	1237
<p><b>Improve and develop leadership at every level</b> to ensure that whole staff professional development leads to improved outcomes for all PP students. A range of appropriate leadership opportunities / CPD training made available each academic year to staff.</p>	<p><b>Effective Professional Development</b> <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>	1234567

<p><b>ASPIRE</b> sessions to include:</p> <p>*The UHS Culture: How we embed our culture to develop the UHS Student.</p> <p>*Adaptive teaching                      *Retrieval and Interleaving *Assessment and Feedback            *Leadership in Education</p>		
<p>Use QLA analysis and Pupil Progress tracker to <b>identify PP HAPs</b> to ensure they are appropriately placed for challenge and enable them to achieve targeted outcomes. By identifying these any gaps in their learning, curriculum maps can be amended to meet the needs of these students.</p>	<p>Filling the promise of highly able students in secondary schools <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</a></p>	<p>1237</p>

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

Budgeted cost: £ 166,758

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>The recovery premium</b> will be used for specific activities to support PP students to recover lost learning, in line with the curriculum expectations for the next academic year.</p> <p>Using the <b>School Led Tutoring</b> grant, provision to provide a blend of tuition, mentoring and school led tutoring for PP students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>EEF: One to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF: Small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1234567</p>
<p>Year 7 &amp; 8 Literacy intervention form. QLA analysis from <b>LUCID &amp; Accelerated Reader</b> to enable PP LAPs to improve and develop their low literacy levels so they can be more confident in accessing the curriculum. A personalised learning plan is put in place for each student that meets their individual needs. There is a love for reading as students read widely and often, both on their own and in pairs.</p>	<p>Preparing for literacy <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Reading comprehension strategies <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a></p>	<p>1237</p>

<p>Review early reading research. Use catch-up funding effectively to meet the needs of students.</p>	<p><a href="#">toolkit/reading-comprehension-strategies</a></p> <p><b>Phonics</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Ensure staff are provided with regular information on PP students' progress, in order to identify areas of underachievement.</p> <p>As part of the progress checks using <b>Pupil Progress tracker</b>, middle leaders and classroom teachers implement timely intervention strategies.</p>	<p><b>Retrieval Practice</b>  <a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a></p> <p><b>Mastery Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1237
<p><b>Adaptive teaching</b> and intervention from the teacher addresses the needs of PP students</p>	<p><b>Adaptive Teaching</b>  <a href="https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/">https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/</a></p> <p><b>Assess, adjust, adapt</b>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p>	1237
<p>To replace human scribes by <b>using speech recognition technology</b> for SEND PP students with specific learning difficulties in year 7-10</p>	<p><b>Gov.Uk trial technology programme</b>  <a href="https://www.gov.uk/government/news/high-tech-products-to-level-the-playing-field-for-disabled-pupils">https://www.gov.uk/government/news/high-tech-products-to-level-the-playing-field-for-disabled-pupils</a></p>	12
<p><b>Transition Day &amp; Summer school</b></p> <p>PP students and families who are making the transfer from primary education to secondary education are supported so as to make the transition as easy and as informative as possible. Opportunities are given to tour the school and get acquainted with new surroundings.</p> <p>The Transition Day in and the Summer school will give PP students the opportunity to get to know their new peer group better and to find out what they will experience when they actually start school in September.</p>	<p><b>Summer Schools</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	1237
<p><b>The Brilliant Club</b></p> <p>To increase achievement of our most able PP students. Increase the number of PP students applying to highly selective universities</p>	<p><b>The Brilliant Club</b>  <a href="https://thebrilliantclub.org/researchers-in-schools/ris-impact-and-feedback/">https://thebrilliantclub.org/researchers-in-schools/ris-impact-and-feedback/</a></p>	3
<p><b>Hegarty Maths</b> to set scaffolded, personalised and comprehensive work for PP students to complete independently. Use answers to focus on the mistakes and misconceptions of students and give them personalised feedback to improve.</p>	<p><b>Hegarty Maths</b>  <a href="https://hegartymaths.com/success">https://hegartymaths.com/success</a></p>	1237

<p>Introduce simple but effective strategies for teaching of <b>Tier 2 vocabulary</b> ensuring that current research into the science of memory are deployed. To include the use of knowledge organisers as a supportive learning tool. Spelling Tests to be completed every week reinforce these concepts.</p>	<p><b>The word Gap</b>  <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <p><b>Teaching vocabulary</b>  <a href="https://www.readingrockets.org/article/teaching-vocabulary">https://www.readingrockets.org/article/teaching-vocabulary</a></p> <p><a href="https://msbinstructionalcoach.files.wordpress.com/2012/08/tier-2-vocab-lists.pdf">https://msbinstructionalcoach.files.wordpress.com/2012/08/tier-2-vocab-lists.pdf</a></p>	1237
<p><b>Brunel University - Urban Scholars</b></p> <p>To increase achievement of our most able PP students. To promote engagement with learning. To increase and focus aspirations including HE orientation.</p> <p>In addition to changing attitudes, the programme also develops skills including students' social skills and self-esteem and develop a willingness to set and achieve personal goals.</p>	<p><b>Urban Scholars</b>  <a href="https://www.brunel.ac.uk/education/urban-scholars">https://www.brunel.ac.uk/education/urban-scholars</a></p>	3

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

Budgeted cost: £273,708

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Attendance:</b></p> <p>Analysis of PP students' attendance to track and monitor absence and persistent absence weekly. Pastoral team follow up and act on information immediately.</p> <p>Pastoral team carry out home visits and liaise with alternative education providers to address barriers for learning.</p> <p>Strategy for attendance interventions to target at risk students who have gaps/issues with absence at all levels to be implemented so that the school can intervene before it becomes PA.</p> <p>Improve communication with all parents using an attendance text message system.</p> <p>Increase the profile of absence with staff, students and parents to improve attendance, particularly disadvantaged students to be in line with all other students – target: ≥96%</p> <p>Wessex House to support vulnerable PP students with their attendance.</p> <p>Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons with correct equipment.</p>	<p><b>DFE: Improving school attendance</b>  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	4
<p><b>Behaviour:</b></p> <p>Analysis of behaviour watch, on call, number of seclusions and exclusions - and the reasons why to identify patterns in students behaviour.</p> <p>Personalised curriculum adaptations to support PP students at risk of underperforming/exclusion. Give them access to alternative provision to ensure they achieve appropriate qualifications.</p>	<p><b>Behaviour management strategies</b>  <a href="https://www.gov.uk/government/consultations/behaviour-management-strategies-in-school-units-and-managed-moves-call-for-evidence">https://www.gov.uk/government/consultations/behaviour-management-strategies-in-school-units-and-managed-moves-call-for-evidence</a></p> <p><b>Behaviour and Discipline in schools</b>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Scho">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Scho</a></p>	5

<p>FLC to work collaboratively with individual departments to ensure appropriate reasonable adjustments are in place to support PP student needs.</p> <p>FLC to support with the launch and embedding the Behaviour Support Plan as a resource that teachers must use for supporting PP students with SEMH difficulties.</p>	<p><a href="#">ols - A guide for headteachers and School Staff.pdf</a></p>	
<p><b>Wellbeing:</b></p> <p>Support PP students who have a lack of esteem and self confidence.</p> <p>Mental Health Leads and ambassadors set up to support students with mental health.</p> <p>Work with external agencies that support PP students and parents understanding issues that surround mental health</p> <p>Apply for and liaise with the NHS regarding Mental Health Practitioners to come and support the school.</p> <p>Meet with Services PP students so as to ensure their needs are understood and met. Mentoring provision to be put in place by students in the Sixth Form.</p>	<p><b>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes</b></p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><b>Mental Health</b></p> <p><a href="https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/">https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/</a></p> <p><b>Adolescent Mental Health</b></p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	5
<p><b>Wider Education and Cultural Capital:</b></p> <p>PP Students have access to all trips and equipment regardless of social and economic situation.</p> <p>Increased numbers of PP students accessing extra-curricular opportunities through the wider curriculum. For example, the student leadership team and school council. Increase experiences of activities beyond the school day. Eg STEM club, art club, photography club, music club, drama club. Get feedback via student voice.</p> <p>Rewards trips and residential.</p> <p>Raise the aspirations and engagement in wider opportunities of individual PP students through employability strategies and Citizenship programmes.</p>	<p><b>Cultural capital</b></p> <p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p> <p><b>Essential life skills</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p> <p><b>Extra-curricular activities, soft skills and social mobility</b></p> <p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p> <p><b>Life skills and enrichment</b></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	6

**Total budgeted cost: £ 503,924**

## 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.

Year 11 Results 2021	PP		NonPP		Difference	Service children		ALL students	
	#	%	#	%		#	%	#	%
Students Included	85	-	137	-		5	-	222	-
Boys Included	43	-	74	-		1	-	117	-
Girls Included	42	-	63	-		4	-	105	-
Both En+Ma 5 or Above	33	38.8%	65	47.5%	-8.6%	1.0%	20.0%	98	44.1%
Both En+Ma 4 or Above	51	60.0%	97	70.8%	-10.8%	1.0%	20.0%	148	66.7%
Attainment 8	44.98	-	50.97	-	-5.99	39.70	-	48.68	-
English Attainment 8	9.67	-	10.39	-	-0.72	8.40	-	10.12	-
Maths Attainment 8	8.87	-	10.2	-	-1.33	7.20	-	9.69	-
EBac Attainment 8	12.88	-	15.15	-	-2.27	10.60	-	14.28	-
Other Attainment 8	13.56	-	15.23	-	-1.67	13.50	-	14.59	-

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 Microsoft Teams and those provided by Oak National Academy.

Behaviour*	PP	NonPP	Difference
AVG Positive Points per student for Year	165.7	160.8	4.9
AVG Negative Points per student for Year	-17.5	-10.9	-6.6

Attendance 2020-21*	PP	NonPP	Difference	Service children	ALL
Y7-11	92.0%	95.4%	-3.4%	95.4%	94.1%
Lates for Lessons	4786	5229	-443	32	10015
Lates for Reg	4628	4179	449	51	8807

**Attendance and Punctuality:** Where needed Pupil Premium students were given a significant support package. Pre lockdown the support helped to keep the PP absence at 7.2% compared to the NA of 8.2%. All students were encouraged to attend and to reach our aspirational target of 96% they were awarded certificates and Character Credits for good attendance. Each PP student's attendance was monitored by the form tutor, Guidance leader, Head of House and attendance Officer. The aim was to identify poor attendance early and intervene quickly. PP students with an attendance concern were supported through a range of tiered interventions. Early intervention starts with the form tutor discussing attendance with the students and their parents. Referrals where appropriate were made by the form tutor to the HoH and then if necessary to the attendance team. Attendance was an agenda item on all house briefings and HoH meetings. Additionally, fortnightly meetings took place between each HoH and the Attendance Officer to co-ordinate actions and identify PP students at risk of becoming PNAs. If the attendance deteriorated both the parents and students are invited to meet with members of the attendance and house teams where a range of practical support is offered and a six week monitoring period is started. Last year this support and monitoring period resulted in 70% of these students improving their attendance and ceasing to be a concern.

Where necessary PP students were referred to our Wessex house where a dedicated member of staff offers a personalised approach to improving attendance which includes daily phone calls, a mini-bus pick-up, home visits, inclusion on the text nudge programme and other practical support as necessary to remove any barriers to attendance. 75% of the students who received this support were from PP families. After time in Wessex last year 60% of PP students improved their attendance and no longer needed this support. The average increase in attendance whilst in Wessex house was 19.3%.

**Behaviour, wellbeing and mental health:** Our assessments and liaising with students demonstrated that student 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 for this academic year and beyond.

**Wider Education and Cultural Capital:** Well targeted and effective pastoral care ensured that our most vulnerable disadvantaged students are fully engaged in all aspects of school life. We continue to build on this approach in our new plan for this academic year and beyond.

## 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*

Programme	Provider
The Brilliant Club	<a href="https://thebrilliantclub.org">https://thebrilliantclub.org</a>
Hegarty Maths	<a href="https://hegartymaths.com">https://hegartymaths.com</a>
Accelerated Reader	<a href="https://www.renaissance.com/products/accelerated-reader">https://www.renaissance.com/products/accelerated-reader</a>
Lucid reading and comprehension	<a href="https://www.gl-assessment.co.uk/assessments">https://www.gl-assessment.co.uk/assessments</a>

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Services students received the same support that we offer our PP students. In addition to this, they receive extra pastoral guidance so as to monitor their progress and needs on a regular basis.
What was the impact of that spending on service pupil premium eligible students?	See review outcomes above.

## Further information

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 student anxiety.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate in as many of these opportunities as possible.