

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged 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 | Yardleys School |
| Number of pupils in school | 927 (9/12/21) |
| Proportion (%) of pupil premium eligible pupils | 45.5 9/12/21 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021- 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mr N. Warner |
| Pupil premium lead | Mr E. Halliday |
| Governor / Trustee lead | Ms C. Owen |

Funding overview

| Detail | Amount |
|--|---------------------------|
| Pupil premium funding allocation this academic year | £415,767 (Apr 21 -Mar 22) |
| Recovery premium funding allocation this academic year | £62,785 |
| School-Led Tutoring Grant | £52,650 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £531,444 |
| Three core areas of spending | |
| To support Quality First Teaching (50%) | £265,722 |
| To facilitate small group support (25%) | £132,861 |
| To support wider school approaches (25%) | £132,861 |

Part A: Pupil premium strategy plan

Statement of intent

At Yardleys, the three core aims of our charter are to **be ready, be respectful** and **be responsible**. In order to continue to fulfil these, and ensure that all pupils, regardless of their background or the challenges they face, make good progress, we plan to:

- continue to prioritise high quality teaching as this is proven to have the greatest impact on improving outcomes for pupils from a disadvantaged background. It must be accepted therefore that it is our intention to also improve the attainment of our non-disadvantaged pupils alongside any improvements to their disadvantaged peers. We will therefore continue to ensure that disadvantaged pupils are challenged by the work that they are set;
- track pupils carefully as they progress through our school and act early to intervene when it is needed;
- continue to narrow the gap in outcomes within Yardleys School and when compared to both national data and our EEF family of similar schools so that our students in receipt of Pupil Premium achieve equally to those from more affluent backgrounds;
- to ensure that PP funding is allocated based on the EEF 3 part model with 50% directed at supporting Quality First Teaching; 25% on small group or individual support; and 25% on wider school approaches;
- support our students in receipt of Pupil Premium who enter the school with a reading age that proves a barrier to learning so that they can access the curriculum;
- continue to improve and develop our transition strategies, (both KS2 to 3 and post-16) to maximise the potential of all students.

Challenges

This details the key challenges to achievement that we have identified among our students. The first section contains the data with commentary showing how our students in receipt of Pupil Premium compare with the rest of our cohort.

Comparison of Yardleys with EEF Family of Schools

Yardleys School compares favourably with our family of schools with Yardleys exceeding the scores in all areas when looking at students in receipt of Pupil Premium.

The 49 other schools have been matched on the basis of having a mean KS2 APS score of 27, 43% PP students, 64% EAL and 14% SEND.

There is however still a clear gap in all four main areas when comparing Yardleys PP and non-PP students both in the latest 2019 data and the average of 2017-19

<https://v2.educationendowmentfoundation.org.uk/tools/families-of-schools-database/yardleys-school-b11-3ey/>

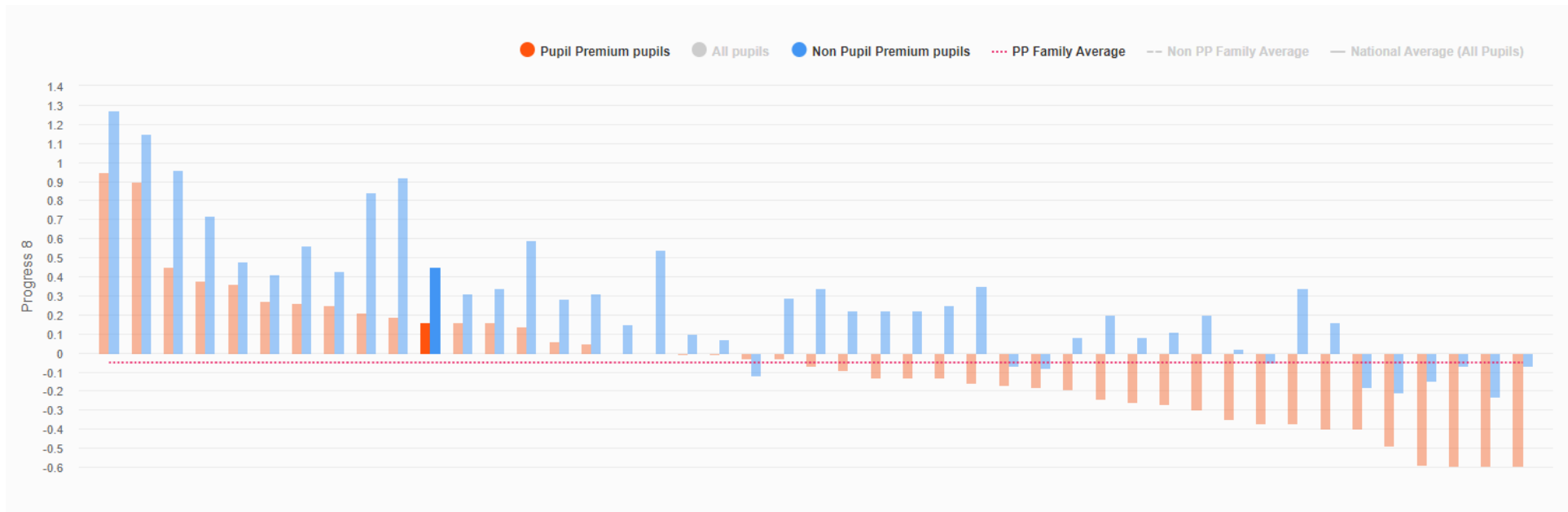
2019 Data

| 2019 | P8 | A8 | 5+ (E/M) | Ebac Score |
|-------------------------|------|------|----------|------------|
| Yardleys All students | 0.48 | 47.7 | 47% | 3.8 |
| EEF Family All students | 0.1 | 43.2 | 35.7% | 3.8 |
| Yardleys PP | 0.2 | 44.7 | 38% | 3.58 |
| EEF Family PP | -0.1 | 40.3 | 30.4% | 3.5 |
| Yardleys non-PP | 0.76 | 50.7 | 57% | 4.0 |

2017-2019 Averages (Comparison with EEF Family of Schools)

| | P8 | A8 | 9-4 |
|------------------------|-------|-------|--------|
| Yardleys All Students | 0.3 | 46.14 | 62.67% |
| Yardleys PP | 0.16 | 44.43 | 58.33% |
| EEF Family PP students | -0.05 | 40.9 | 50.33% |
| Yardleys non-PP | 0.45 | 48.13 | 67.67% |
| EEF Family non-PP | 0.29 | 46 | 61 |

P8 Family of schools comparison (Yardleys in bold) 2017-19 averages



School Outcomes

The introduction of the new 9-1 grading and revised exams saw the P8 gap between PP and non-PP widen as non-PP students improved their scores to a large extent and PP only rose modestly. Over the subsequent two years, internal school data suggests that this gap has been closed considerably. The A8 gap is considerably smaller within Yardleys although in 2019 was below the national average for all pupils. The gap in 9-4 EM grew massively in 2019 and has since reduced (on internal data) with PP scores increasing. The 9-5 gap similarly widened in 2019, but has since closed again. The EBacc data is more challenging with only 3% of PP students achieving a standard pass.

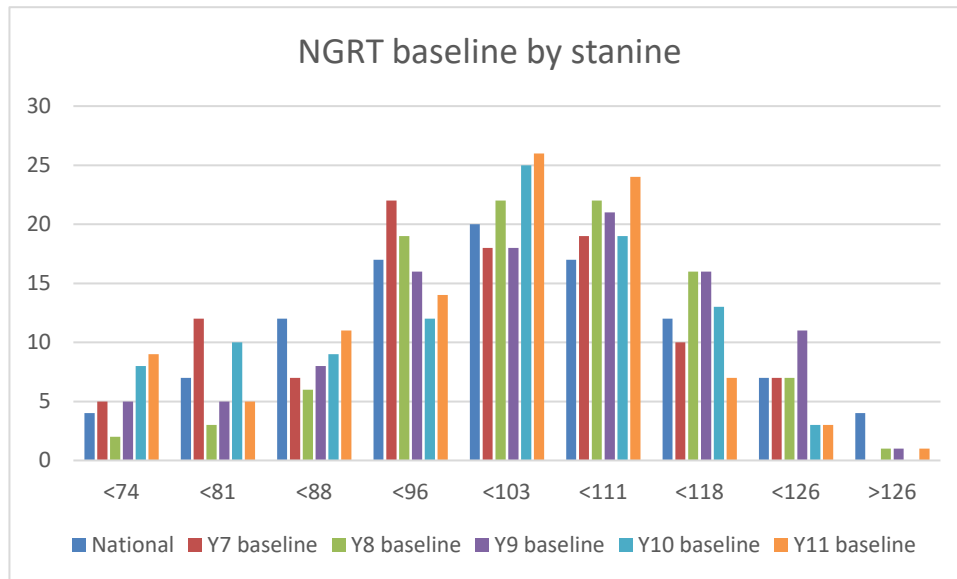
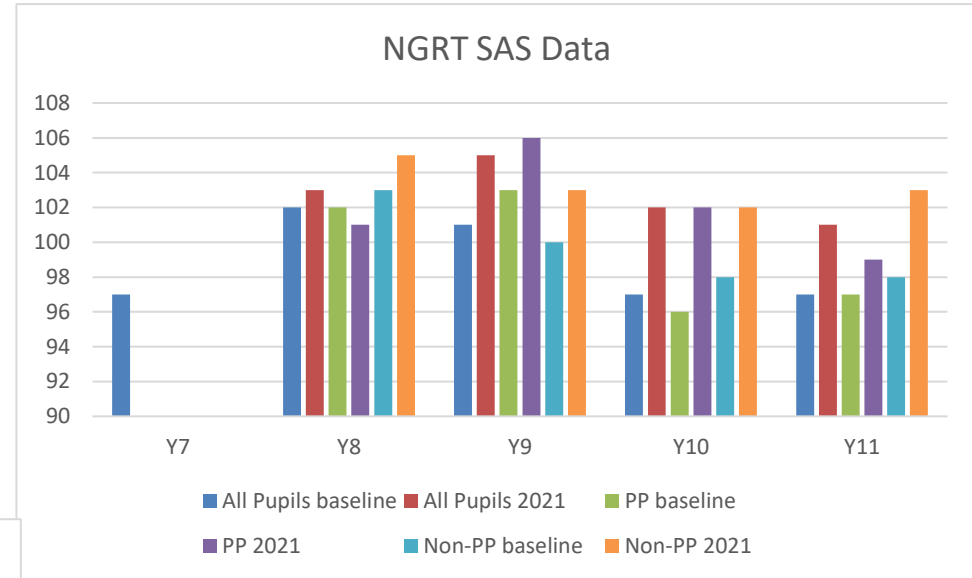
| | 2017-18 | | | 2018-19 | | | 2019-2020 (Internal Data) | | | 2020-2021 (Internal Data) | | |
|------------------------------------|---------|--------|--------|---------|--------|--------|---------------------------|---------|--------|---------------------------|--------|--------|
| | All | PP | Non-PP | All | PP | Non-PP | All | PP | Non-PP | All | PP | Non-PP |
| Progress 8 | 0.27 | 0.16 | 0.42 | 0.48 | 0.2 | 0.67 | 0.9 | 0.86 | 0.94 | 0.78 | 0.74 | 0.81 |
| In school difference | | -0.26 | | | -0.47 | | | -0.08 | | | -0.07 | |
| Difference from National average | | +0.16 | | | +0.16 | | | N/a | | | N/a | |
| Attainment 8 | 46.56 | 46.05 | 47.2 | 47.42 | 44.7 | 50.21 | 51.42 | 48.67 | 54.07 | 50.92 | 48.67 | 53.41 |
| In school difference | | -1.15 | | | -5.51 | | | -5.4 | | | -4.74 | |
| Difference from National average | | +0.03 | | | -1.34 | | | | | | | |
| English & Maths Grade 4/A*-C | 67% | 66.3% | 67.09% | 63% | 51% | 74% | 66% | 61% | 72% | 71% | 67.02% | 75.29% |
| In school difference | | -0.76% | | | -23.0% | | | -11% | | | -8.27% | |
| Difference from National average | | +3% | | | -12% | | | | | | | |
| English & Maths Grade 5+ | 45% | 45% | 46% | 47% | 38% | 56% | 53% | 48% | 56% | 53% | 47.87% | 57.65% |
| In school difference | | -1% | | | -18% | | | -8% | | | -9.78% | |
| Difference from National average | | +2% | | | -5% | | | | | | | |
| Achieving the EBACC (Standard) All | 3.93% | 3.03% | 5.06% | 4.47% | 3.33% | 5.62% | 9.94% | 4.3% | 15.91% | 11.17% | 9.57% | 12.94% |
| | | -2.03% | | | -2.29 | | | -11.61% | | | -3.37% | |

NGRT Reading Data 20-21 Average SAS

The data shows that all cohorts continue to increase their average SAS with gains being seen across all groups in Year 9-11.

This progress is limited in Year 8, however, with PP students falling back from their Year 7 baseline and is a clear indicator of the issues caused by the disruption to their education. Current Y7 students

| | All Pupils baseline | All Pupils 2021 | PP baseline | PP 2021 | Non-PP baseline | Non-PP 2021 |
|-----|---------------------|-----------------|-------------|---------|-----------------|-------------|
| Y7 | 97 | 97 | | | | |
| Y8 | 102 | 103 | 102 | 101 | 103 | 105 |
| Y9 | 101 | 105 | 103 | 106 | 100 | 103 |
| Y10 | 97 | 102 | 96 | 102 | 98 | 102 |
| Y11 | 97 | 101 | 97 | 99 | 98 | 103 |



When individual stanine performance is compared, the lack of students above 126 at entry when compared to national is clear as is the greater number of students below 74 than exists in national data. Reading development needs to remain at the heart of our plans to enable all students to fulfil their potential.

Attendance

For the purpose of this chart, only Years 7-10 are included to exclude the effects of the exam period.

In all areas, PP students are lower than non-PP although the gaps are very small and are all closing over the last two years. Illustrates that attendance / lates are not an area of concern with regard to PP students.

| | 2017-2018 All: 95.09% | | 2018-2019 All: 95.08% | | 2019-2020 All: 95.28% | | 2020-2021 All: 93.44% | |
|-------------------|--------------------------|--------|--------------------------|--------|--------------------------|--------|--------------------------|--------|
| | PP | Non | PP | Non | PP | Non | PP | Non |
| PP% | 50.55% | | 48.27% | | 50.07% | | 49.87% | |
| Attendance | 94.55% | 95.65% | 94.33% | 95.77% | 94.43% | 96.12% | 92.91% | 93.96% |
| Gap | 1.1% | | 1.44% | | 1.69% | | 1.05% | |
| Auth Absence | 2.71% | 2.27% | 3.22% | 2.89% | 3.93% | 2.67% | 4.68% | 4.05% |
| Gap | 0.64% | | 0.33% | | 1.26% | | 0.63% | |
| Unauth Absence | 2.74% | 2.08% | 2.45% | 1.34% | 1.62% | 1.21% | 2.42% | 1.99% |
| Gap | 0.66% | | 1.11% | | 0.41% | | 0.43% | |
| Lates | 1.88% | 0.93% | 2.02% | 1% | 1.8% | 1.02% | 1.17% | 0.63% |
| Gap | 0.95% | | 1.02% | | 0.78% | | 0.54% | |

Pupil Groupings 20/21: English July 21 PP/NonPP teaching groups split

Included to rule out the possibility that PP students gravitated towards lower groups during their time in Yardleys. The table below shows the spread of PP and non-PP pupils in July 21 within English subject classes and clearly shows that there is no correlation between pupil grouping and pupil premium. Students are placed in the grouping that suits their academic ability.

| | 7 | | 8 | | 9 | | 10 | |
|----|----|--------|----|--------|----|--------|----|--------|
| | PP | Non-PP | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| H1 | 7 | 19 | 12 | 12 | 14 | 15 | 8 | 19 |
| H2 | 16 | 12 | 13 | 14 | 14 | 15 | 7 | 18 |
| H3 | 12 | 12 | 17 | 8 | 12 | 14 | 12 | 15 |
| H4 | | | | | 13 | 7 | | |
| V1 | 14 | 11 | 17 | 10 | 16 | 12 | 16 | 12 |
| V2 | 14 | 10 | 10 | 14 | 14 | 16 | 14 | 14 |
| V3 | 16 | 10 | 11 | 16 | 15 | 12 | 17 | 7 |
| V4 | 10 | 17 | 13 | 13 | 12 | 11 | 8 | 12 |

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | To ensure that the gap continues to close as demonstrated by 2022 external results when compared with the external data of 2019. This gap is currently particular evident in Year 8 Maths where only 10% of PP pupils are above national average compared with 29% of non-PP. By comparison, 29% of Year 10 PP pupils are already above national average compared with 38% non-PP (GL Progress data). To support this, we fully appreciate the importance of enabling our pupils to become effective readers and will work to improve the baseline reading data which, when compared to national data, shows a greater number of pupils below 74 SAS and fewer pupils above 126 SAS. |
| 2 | To continue to support PP students to ensure high rates of post-16 success and continued low NEET figures. |
| 3 | To ensure that all PP students continue to have equal access to school visits and other enrichment activities. |
| 4 | To support all students in having access to additional resources whether provided directly by the school or external agencies. |
| 5 | To provide an individualised tutoring programme for students utilising the School-led tutoring grant and other interventions within school to enable them to overcome the challenges faced over the last couple of years. Evidence from various sources shows that many of our pupils were heavily impacted by the partial school closures resulting in pupils falling behind their expected levels of progress. This is particularly evident in Year 9 Science where only 8% of PP were above national average in the GL progress test compared with 16% of non-PP. |
| 6 | To continue to support the well-being of all of our students. We are seeing increased levels of social and emotional issues for our pupils, demonstrated through increased incidents of panic attacks and general anxiety and low self-esteem. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams and the pressures of lockdown and the lack of enrichment opportunities that were available. External reports suggest that these challenges particularly affect pupils from a disadvantaged background to a great extent. |
| 7 | To ensure all students continue to study Triple Science. |
| 8 | To build on and develop the current work on metacognition and self-directed study strategies that many of our pupils lack, especially when faced by challenging tasks. This is seen across all subjects and is a major factor in the lower attainment that pupils achieve. |

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 |
|--|---|
| Gap between PP and non-PP reduces in external GCSE data. | Gap between PP and non-PP reduces from -0.47 (2019) to at least -0.2 (2022) |

| | |
|--|--|
| Students from disadvantaged backgrounds continue to improve their performance in core subject areas. | PP En/Ma 5+ to reach 45% Sept 22 (38% Sept 19. 56% non-PP) |
| Improved reading comprehension and ability among disadvantaged pupils enabling them to better access the full curriculum. | Our PP pupils generally enter school with lower reading ages than our non-PP pupils and are therefore at risk of not being equipped to access the full curriculum. We aim for our PP pupils to have equal average SAS scores by the end of Year 9. |
| A vibrant range of enrichment and extra-curricular events open to all students. | All PP students continue to take part in a range of enrichment activities and extra-curricular events leading to greater awareness of the possibilities open to them to further promote their social mobility. |
| Students from a disadvantaged background study the same rigorous and broad curriculum as others. | All students in Y10 and below to be entered for Triple Science to provide a challenging curriculum for all. |
| Students with identified gaps in the knowledge or skills supported with tutoring, (both internal and external) with the content specified by department heads. | All identified students offered external tutoring with the National Tutoring Programme with at least 75% participation and positive student voice responses. |
| Students from disadvantaged backgrounds to leave school with the same high ambitions and access to post 16 support/information as other students. | Careers and HE opportunities made available for 100% of pupils with NEET figures at below 3% |
| Bespoke support provided to support the well-being of all our students from Heads of Year, counsellors and external agencies | All pupils have access to support in line with their level of need to bring unauthorised absences down for PP in line with non-PP. |

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: £278,335 out of £265,722

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional teaching staff employed to enable 7/8 classes per year against a 6 form entry allowing a greater interaction with pupils. £150,000 | Reduction in class sizes has a positive impact of +2 months on average – especially where they allow higher quality interactions and the minimising of disruption. (EEF July 2021) | 1,2, 8 |
| Online learning and assessment packages to support home-learning and revision £10,000 | To support homework and independent learning system which has high student completion rate (90%). Linked closely to core curriculum and knowledge acquisition and retention. | 1,2,4, 8 |
| Weekly dedicated metacognition slots developing study skills techniques for all students. Staff time £8000 | High impact (+7 months) especially when applied to usual curriculum content and evidence to suggest that pupils from a disadvantaged background are less likely to use metacognitive strategies without being explicitly taught. (EEF July 2021) | 1, 2, 8 |
| Core English texts supplied to every KS4 pupil. £5,000 | Supports pupils to read and re-read the text and enables them to make own notes within the text and take ownership of the text. Improves the students desire to engage with the text. (EEF July 2021) | 1,2, 8 |
| Revision Guides £7,000 | Supplied to all year 9 pupils and actively referred to and used within lessons to create familiarity with the texts. | 1, 2, 8 |
| High quality mentors of ECF teachers £3,000 | All available evidence argues that lessons led by high quality teachers has the greatest impact on student progress. | 1, 2 |

| | | |
|---|--|-------------------|
| <p>'Fresh Start' training and resources to enable our weakest Year 7 readers to be targeted enabling them to access the full curriculum. £5,000 +staff time</p> | <p>Use of phonic-based strategies has a positive impact overall (+5 months) particularly for children from disadvantaged backgrounds. Effective with older readers struggling with decoding. (EEF July 2021)</p> | <p>1, 2, 4, 5</p> |
| <p>Additional curricular time in Year 7 to support literacy interventions and reading comprehension strategies to support students from a disadvantaged background in developing language skills to ensure they can access the full curriculum. Staff time £2,000</p> | <p>Reading comprehension strategies are high impact (+6 months) and a crucial component of early reading development (EEF July 2021)</p> | <p>1, 2</p> |
| <p>Using the RADY approach, raise the targets for our students from disadvantaged backgrounds so the average SAS is equal regardless of PP or non-PP Nil cost</p> | <p>RADY research showing that adjusting targets for students counters past disadvantage and highlights the fact that the gap will not close if targets are set that widen the gap. (RADY Project)</p> | <p>1, 2</p> |
| <p>Continuing and developing the use of department-based subject mastery on a weekly basis to facilitate quality-first teaching strategy. £50,000</p> | <p>To support quality-first teaching. High impact (EEF July 2021)</p> | <p>1, 2, 8</p> |
| <p>Whole class guided reading sessions and create additional smaller groups for those with lower SAS. Continue to fund the annual testing using NGRT to identify those pupils who reading ability hampers access to curriculum. £14,000 staff time</p> | <p>High impact (+6 months) for techniques which focus on the learners' understanding of the written text.</p> | <p>1, 2, 5</p> |
| <p>Continue to refine whole school homework system and its link with classroom work to</p> | <p>Homework has a positive impact (+5 months) particularly with secondary pupils and +6 months when involving digital technology. (EEF July 2021)</p> | <p>1, 2, 8</p> |

| | | |
|---|--|---------|
| strengthen the link and provide greater opportunities for overlearning. £7,000 | | |
| Continued focus on Oracy in the classroom with Guided Reading and Y7 literacy and pupils being supported to speak clearly and answer structured questions to develop their reading. £2,000 +guided reading staff costs | High impact (+5 months) especially when activities are matched to current stage of development. (EEF July 2021) | 1, 2, 5 |
| Continue to promote and develop reading comprehension strategies (such as inference, summarising, using graphic/semantic organisers, questioning strategies) within departments to enable students to better comprehend the meaning of what they read. Already costed in subject mastery | High impact (+7 months) and seen as a crucial component of reading instruction. (EEF July 2021) | 1, 2, 8 |
| Continued use of the Progress Test series from GL Assessment to accurately identify gaps in learning and track progress of cohorts as well as validate data from internal assessments. Cost £6,000 | Clear evidence that externally validated data is powerful in helping to identify gaps in knowledge and understanding and enables staff workload to be focused on teaching rather than testing. | 1,2,5 |

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

Budgeted cost: £131,200 out of £132,861

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group support for KS3 and 4 pupils delivered by online providers targeted as identified areas of need. £70,200 | Average impact (+2 months – but fewer studies exist) and most effective if targeted at specific needs after diagnostic assessment with smaller groups producing greatest progress and groups over 6/7 resulting in a noticeable reduction in effectiveness. (EEF July 2021) | 1, 2, 4 |
| In school 'extended day' support provided by teaching staff for KS4 pupils and targeted at identified areas of weakness. (Staff time £10,000) | Average impact of about +2 months, but important to manage engagement and attendance closely and voluntary sessions may not be as effective. (EEF July 2021) | 1, 2, |
| Total Cost £80,200 | | |
| Higher Achievement Coordinator £5000 | Raising aspirations in isolation does not lead to increased attainment, but the schemes run all have an academic aspect | 1, 2, 3, 6 |
| Small groups withdrawn from Guided Reading sessions for targeted sessions in Maths and English. £3000 staff time | Run in past years and positive impact seen in grades awarded and positive student voice. | 1, 2, 5 |
| Continued deployment of TAs £40,000 | Targeted deployment, where TAs deliver an intervention to small groups has a higher impact (+6 months) as opposed to TA's being assigned to general support within the classroom (no positive benefit). Particularly effective where TA's deliver high-quality published structured interventions (EEF July 2021) | 1, 2, 5 |
| Withdrawal support for EAL assessed at either 'New to English' or 'Early acquisition' to enable them to access the full curriculum. £3,000 | High impact and success enabling those who are struggling to access the curriculum to develop their skills. (EEF July 2021) | 1, 2, 4, 5 |

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

Budgeted cost: £122,000 out of £132,861

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Salary costs to enable pastoral staff to have a low teaching commitment, allowing them to make attendance calls on day 1 and to react to any behavioural issues during the school day. £55,000 | Continued low rate of external exclusions and 'excellent behaviour' (Ofsted 2020). Pupils' attendance is above the national average. No group of pupils has weak attendance. (Ofsted 2020) | 1, 2, |
| Enrichment costs for Wednesday's enrichment sessions allowing pupils to participate in a wide variety of extra-curricular events thus increasing their cultural capital. £15,000 (including staff time) | DfE Supporting the attainment of Disadvantaged Pupils 2015 | 3, 6 |
| Hardship Fund to cover any disadvantaged pupil with insufficient funds to attend additional trips £5,000 | DfE Supporting the attainment of Disadvantaged Pupils 2015 | 1, 2, 3, 6 |
| Hardship Fund (equipment) to cover any disadvantaged pupil with insufficient funds to purchase core school equipment. £7,000 | DfE Supporting the attainment of Disadvantaged Pupils 2015. Although EEF evidence is weak on uniform, it does accept that it can be part of a wider process to develop a school ethos and was reflected in our latest Ofsted report (2020) as a factor in the 'excellent behaviour' | 1, 2, 3, 6 |
| School counsellor provided £19,000 | "pupils who were offered counselling services experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals. ... "Our analysis found that school-based humanistic counselling works and makes a difference to the well-being of pupils." Child and Adolescent Health (The Lancet) | 1, 2, 6 |

| | | |
|---|--|---------|
| In-school interventions targeting pupil wellbeing and other related issues. £10,000 | Effective theatre experiences supplied via Loudmouth leading to excellent pupil feedback and engagement. 'Work to teach pupils how to keep themselves safe is effective' Ofsted 2020 | 6 |
| Cost of GL PASS survey £2000 | Enables school to identify attitudes to school and learning and target support more closely. | 1, 2, 6 |
| Continued development of the library to increase the quality of texts available to students. Increased promotion of the library to increase uptake and participation. £2,000 | Supporting wider reading strategies and | 1, 2, 3 |
| Development of Mental Health Lead role. £2,000 | Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. (DfE 2021) | 1, 2, 6 |
| Continued development of Reflection room to seek to reduce challenging behaviour in school. £5,000 | Positive overall effects (+4 months), especially with approaches that focus on self-management and rehearsal of situations. (EEF July 2021) | 1,2,6 |
| Mentoring schemes pairing older peers to act as a positive role model with weekly meeting | Moderate effect that stops when scheme ends, but may be more effective if targeted at those who have low expectations of schooling as identified by PASS survey. (EEF July 2021) | 1,2,6 |

Total budgeted cost: £531,535 out of £531,444

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 2020 to 2021 academic year. In general the impact is hard to gauge as previous outcomes did not have clear success criteria. Moving forwards, funds will be targeted against individual programmes where their success can be determined.

| PP area | Amount allocated (£) | Summary of spend and intended outcomes | Impact of spending |
|---------------------------|----------------------|--|--|
| Additional teaching staff | 159,510 | <p>The school is 6 form entry but has 7 or 8 classes per year group. Five additional teachers are employed.</p> <p>Smaller class sizes, particularly for pupils who are “not achieving the expected standard” on entry in English and maths in year 7.</p> | <p>Enabled smaller groups for lower ability groups contributed to an increase in the reading age of all students although the impact of this has since been lessened by successive lockdowns.</p> <p>A narrowing of TAG has been observed from 2019 external data, but this needs to be continued with 2022 external results.</p> <p>P8 for PP students has increased from +0.2 in 2019 to +0.74 in 2021</p> |
| Assistant Headteachers | 52,000 | <p>The apportionment of salary costs for 2 Assistant Headteachers.</p> <p>Focus on narrowing the gap between disadvantaged and other pupils.</p> | <p>Both undertaking targeted roles working on aspects which will narrow the gap. The gap has closed on internal school data, and which is expected to be reflected in external results.</p> |

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| Pastoral support (Heads of Year; Assistant HOY + Assistant DSL officer) | 160,000 | <p>The apportionment of salary costs for 5 x HOYs, 1 x AHOH and DSL officer and to allow sufficient time for HOY to support pupils effectively.</p> <p>To support pupils both in school and at home. To provide academic mentoring and support in order to raise attainment for disadvantaged pupils.</p> | <p>Continued low absence rates with the gap between PP and non-PP decreasing from -1.69 in 2019 to -1.05 in 2020.</p> <p>Continued low exclusion rates of all pupils.</p> |
| Enrichment | 7,000 | <p>Costs for Wednesday enrichment sessions, subject field trips and a whole school Sports Day for all pupils.</p> <p>To ensure that all pupils have access to school visits to enrich their curriculum.</p> | <p>All pupils were able to participate in a wide range of enrichment activities on a weekly basis at no cost to the student.</p> <p>After being cancelled in 2020, a very successful sports day took place in the summer of 2021.</p> |
| Online software packages | 10,000 | <p>Online learning & assessment packages to support new homework policy and independent revision (Frog Play, IXL, GCSE pod and other online packages).</p> <p>To assist with the educational development of all pupils and to ensure external verification of new assessment criteria in KS4.</p> | <p>Online learning packages thoroughly embedded with 92% homework completion rates enabling pupils to test their knowledge and understanding of their subjects and teachers to pick up quickly on any misconceptions.</p> <p>Digital Theatre packages has also enabled Drama and English students to still be able to understand and appreciate the text as a play during a period when live theatre was not possible.</p> |
| Hardship Fund (Educational Visits) | 2,000 | <p>To allow pupils with insufficient funds at home to attend additional trips.</p> <p>To ensure disadvantaged pupils do not miss out on external, additional curriculum based opportunities</p> | <p>All pupils were able to attend any trips regardless of their ability to fund the visit.</p> <p>Although these have been limited, the geography fieldtrips have gone ahead and all pupils have been able to fully participate.</p> |

| | | | |
|--|--------|---|---|
| | | | |
| Hardship Fund (Equipment and resources) | 7,000 | <p>Apportionment of cost for new equipment for all pupils including new bags, calculators and dictionaries for year 7 pupils.</p> <p>To ensure all disadvantaged pupils are fully equipped for school.</p> | <p>The continuation of the provision of core equipment has meant that pupils attend lessons with suitable equipment and in a suitable frame of mind to work effectively.</p> |
| SDP Curriculum | 10,000 | <p>To purchase intervention resources for all year groups, including textbooks, revision books and other classroom resources.</p> <p>To provide additional support for underachieving students in order to maximise progress.</p> | <p>To support pupils during lockdown, core texts were supplied so that even when online access was not possible due to shared resources, every pupil was still able to continue to work and progress in their learning.</p> <p>All learning was available via the vle and supported the use of the paper-based resources.</p> |
| School counsellor | 7,000 | <p>The costs for the school counsellor have solely been met through PP funding.</p> <p>Support to pupils for a variety of issues.</p> | <p>All pupils in need have been able to be assigned to the in-school counsellor whether in individual or group sessions (depending on need).</p> |
| Staff training | 5,000 | <p>An apportionment of the CPD programme for all staff.</p> <p>To ensure a consistent T&L framework within school in order to ensure 'quality first' teaching; sharing of best practice through T&L coaching groups.</p> | <p>A very effective staff programme to focus on core elements of teaching and allow staff to understand the research behind the actions.</p> <p>Linked to extended subject mastery slots enabling departments to work together effectively to focus on aspects of potential weakness within the teaching team.</p> |

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| Higher Achievement Coordinator (HAC) | 5,000 | <p>An apportionment of the salary and budget for High Attaining Coordinator (HAC) aimed to support the progress of disadvantaged pupils who are underachieving high prior attainers. Programmes include internal and external mentors, university visits and the Brilliant Club.</p> <p>Mentoring scheme through Birmingham University and tracking of higher ability disadvantaged pupils.</p> | <p>Due to Covid, these external schemes were not able to run.</p> <p>Higher ability pupils were still set challenging targets and were supported in their choice of post-16 study.</p> |
| Additional revision support | 3,000 | <p>Holiday classes for subjects needing additional revision sessions, particularly English and maths. Textbooks for pupils to have the right resources to support their learning.</p> <p>To provide additional support for underachieving disadvantaged pupils.</p> | <p>Sessions took place for all year groups to both introduce work for lockdowns and also to support that learning.</p> <p>Due to covid restrictions, holiday classes did not take place.</p> |

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 |
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