

# Pupil premium strategy statement – Harrogate Grammar School 2022-23

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                                 |
|--|--------------------------------------|
| Number of pupils in school   | 2095                                 |
| Proportion (%) of pupil premium eligible pupils  | 8.2%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2021-22<br>2022-23<br>2023-24        |
| Date this statement was published  | 21 Dec 2023                          |
| Date on which it will be reviewed  | 19 Dec 2024                          |
| Statement authorised by  | Neil Renton,<br>Headteacher          |
| Pupil premium lead   | Kristin Smith, Deputy<br>Headteacher |
| Governor / Trustee lead  | Andrew Lindley                       |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £153,404 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £41,262  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £194,666 |

# Part A: Pupil premium strategy plan

## Statement of intent

We at Harrogate Grammar School stand for 'Excellence for All.' Therefore, it is our intention that every child, irrespective of their background or the challenges they may face, is able to be the best version of themselves and make exceptional progress across a broad and balanced curriculum. High-quality teaching and learning is at the heart of this. Each child, and every class, will have an effective, expert teacher in front of them. The teacher will understand the barriers to learning that students may have but will be well equipped to unlock potential. The '7 Principles of Teaching' underpin this approach and every teacher is supported to be best they can be through a process of continuous self-improvement and targeted support is offered through instructional coaching. Our culture of aiming high, being ambitious and striving for excellence is meant for all students, but especially for the disadvantaged. All staff will have the same high expectations for every child but there will also be effective intervention for those who need it, when they need it. This may be targeted, academic support for students whose education has been most affected by the pandemic, using HGS staff to deliver high quality tutoring. Other intervention will support emotional health and wellbeing, as well as attendance and punctuality using both HGS staff but also Just B and North Point counsellors. We also recognise the importance of wider participation and increasing cultural capital. The opportunity to participate in the wider school life through a rich, experiential curriculum is open to all students but these same opportunities are made accessible to our disadvantaged students. Throughout each element of this strategy, we will be diagnostic in our methodology, ensuring that what we implement meets the identified need and that it is based on robust evidence. We will monitor and review at regular intervals to ensure that our approach is having the greatest impact. Our tiered approach, combining teaching and learning, targeted intervention, and support, as well as participation in life beyond the classroom, will help us strive to our ultimate intent of "zero gaps."

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Attendance and punctuality:</b> Attendance data over the last 5 years indicates that absence rates among disadvantaged pupils has been, on average 4% higher than for non-disadvantaged pupils. 26.2% of yr7-11 disadvantaged pupils have been 'persistently absent' on average |

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|   | between 2016/17-2018-19, this has risen to 44.9% post Covid 2021-22-2022-23. Students on FSM are twice as likely to be late, as non-FSM students.  |
| 2 | <b>Co-occurrence of need:</b> This has risen from 27% in 2020-21 and is now 34% of our disadvantaged cohort in Year 7-11 also have SEND. This is also reflected in our FSM cohort who also increases to 34%. 12 of our disadvantaged cohort have an EHCP. Of the disadvantaged cohort 19 students have SEMH, 12 of these students are FSM.   |
| 3 | <b>Behaviour and attitude:</b> Each half term students are measured on their 'Attitude to Learning' by all their teachers. There is a small differential between disadvantaged and non-disadvantaged students achieving Exceptional and Change Needed grades. In addition, more negative behaviour incidents are awarded to disadvantaged students 20.3 behaviour incidents on average compared to 9.4 for non-disadvantaged students across last academic year. Further, in terms of home learning, disadvantaged students received 1 more behaviour incident on average last year compared to non-disadvantaged. |
| 4 | <b>Reading:</b> The reading test for Year 7, tested in Autumn 2022, showed that 26.8% of Pupil Premium students are behind the non-Pupil Premium cohort in their reading age vs chronological age. (7 students are 2+ years below chronological reading age and 5 students are 1-2 years below.)   |
| 5 | <b>Emotional Health and Wellbeing:</b> Since the return to school in September 2022 there has been an increase in students being referred for additional emotional health and wellbeing support. Of the students who have been referred since Sept 2022 15 students are disadvantaged, representing 25% of the total number referred.  |
| 6 | <b>Achievement at Key Stage Four:</b> Student outcomes at KS4 for our disadvantaged students, whilst better than national disadvantage outcomes and close to non-disadvantaged nationally in many areas, are lower than their HGS peers.   |
| 7 | <b>Participation in the experiential curriculum:</b> Disadvantaged students participate less in extra-curricular activities, trips and visits. The barriers to participation include transport home and associated costs.  |

## 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  |
|--|---|
| Achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students. | The overall absence rate for all students is no more than 4% and the attendance gap between disadvantaged students and their non-disadvantaged peers is reduced by 4%. The percentage of all students, including disadvantaged, who |

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|  | are persistently absent falls below 8%. Late to school will reduce to below <1% for all students and the % of late to school for disadvantaged students will have reduced by at least 1%.   |
| The curriculum, delivered through quality first teaching and based on our '7 Principles', enables all students, but especially those who are disadvantaged, to achieve highly. | Quality assurance of both the curriculum and teaching and learning, shows that the curriculum is accessible to all and that disadvantaged students are making progress at the same rate as their non-disadvantaged peers. Teachers systematically check the understanding of disadvantaged students.  |
| Effective, targeted support is in place for those who need it when they need it.   | 'Attitude to Learning' grades show that disadvantaged students are securing the same proportion of higher (Exceptional) grades as their non-disadvantaged peers. Positive Achievement data shows that the proportion of disadvantaged students gaining negative behaviour incidents for Behaviour and Home Learning has reduced by 10%. KS4 outcomes show that 2/3 of targeted intervention demonstrates positive impact. |
| Improved reading age among disadvantaged students.   | Reading tests demonstrate improved reading age among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.   |
| To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.   | Sustained high levels of wellbeing from 2022/23 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.   |
| To increase participation rates in the experiential curriculum for disadvantaged students.   | All disadvantaged students engage in at least one enrichment activity.  |
| Improved attainment among disadvantaged students across the curriculum at the end of KS4   | By the end of our current plan in 2023/24 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> <li>• Attainment &amp; Progress 8 scores in line with non-disadvantaged students</li> <li>• % In English and Maths at 4+ = to non-disadvantaged students.</li> </ul>   |

## 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: £75,108

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>CPL</b> - This is delivered primarily through Faculty Leaders, supported by Teaching and Learning leads for whole school principles in focus training. In these sessions learning is tailored to the curriculum by subject experts. Faculty Leaders are supported by the Learning Team and Disadvantage Links, who receive additional training to build their expertise. Fundamental to the CPL offer is the use of instructional coaching to support every teacher in making manageable changes to their practice that will benefit our disadvantaged learners.</p> | <p>Our programme is based on evidence-based research. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap' EEF report on '<a href="#">Effective Professional Development</a>' The '<a href="#">Attainment Gap</a>' report (2017) concludes that 'good teaching for all pupils has a particular benefit for disadvantaged pupils'. The strategies cited in the report have informed the 7 Principles (see below) and underpin the goals of our CPL programme:</p> <ul style="list-style-type: none"> <li>• Teachers become experts at explicit vocabulary instruction.</li> <li>• Teachers build expertise in unlocking barriers to learning for all students.</li> <li>• Teachers build expertise across the 7 Principles.</li> </ul> | 2                             |
| <p><b>Recruitment of Maths Intervention Facilitator</b> – The Maths Facilitator will support students in the classroom, will provide small group</p>   | <p>Recommendation 7 of the EEF'S report on <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) describes structured intervention to provide additional support.</p>   | 6                             |

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| <p>sessions and 1:1 tutoring to students in most need.</p>   |   |          |
| <p><b>Retention of English Intervention Facilitator</b> - The English facilitator will support students in the classroom, will provide small group sessions and 1:1 tutoring to students in most need.</p>   | <p>The EEF: <a href="#">Improving Literacy in Secondary Schools</a> recommends that schools should provide high quality literacy interventions for struggling students.</p> <p>Students in school who have struggled with literacy have been supported by an English Intervention Facilitator or tutor. Current Yr11 cohort of Functional Skills pupil premium students has been increased to include students who will take L2.</p>  | <p>6</p> |
| <p><b>Faculty Disadvantage Links</b> – This role enables knowledge, information, and good practice to be shared and cascaded within Faculties. It facilitates the termly cycle of assess, plan, do, review and the post-holder brings 'Disadvantage' as a standing item to each Faculty agenda meeting, responding to the needs identified by Faculties. The team receive training on a regular basis to address different areas of need. The training has a specific focus on identifying barriers to progress and strategies to support. The 7 principles which underpin teaching across the school are a summary of our Quality First</p> | <p>“What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited” EEF <a href="#">‘Attainment Gap’ Report (2017)</a></p> <p>This role enables faculty staff to develop their understanding and skill in supporting students who may be at risk of disadvantage. It facilitates the concept of distributed leadership, the assess, plan, do review cycle and a whole school response to improving outcomes for the most vulnerable learners. Students will achieve improved outcomes because of all staff having the knowledge and understanding to unlock barriers to learning. Staff throughout the school are accountable for meeting needs.</p> | <p>2</p> |

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| <p>Teaching principles and are recognised as fundamental for our disadvantage cohort.</p>   |  |            |
| <p><b>Embedding the 7 Principles</b> - The 7 Principles are based on lessons learnt from educational research. They are designed to support all students in knowing more and remembering more over time, but which most benefit disadvantaged students. The 7 Principles are delivered as part of the CPL programme, which includes:</p> <ul style="list-style-type: none"> <li>• Faculty Based CPL sessions.</li> <li>• Lesson visits and instructional coaching.</li> <li>• Thursday Theft and the Staff Bulletin.</li> <li>• New Staff Induction Programme.</li> </ul> | <p>Students learn by connecting new knowledge to prior knowledge and disadvantaged students are likely to start school with less academic background knowledge and so are more likely to be novice learners. Novice learners are at greater risk of cognitive overload and benefit from guided teacher instruction and modelling and scaffolding. Teachers can build academic prior knowledge by explicitly teaching tier 2 and 3 vocabulary. Retrieval practice and spaced learning is then needed to make any new knowledge 'sticky'.</p> <p>Paul Kirschner et al (2009)<br/> David Didau (2019)<br/> Dunlovsy et al (2013)<br/> Tom Sherrington (2019)<br/> Daniel T. Willingham (2009)<br/> Alex Quigley (2018)</p> <p>Peer review of disadvantaged strategy at HGS May 2022-23.</p> | <p>2,3</p> |
| <p><b>Alternative Pathway</b> – A small cohort were invited to join the Extended Pathway in 2020 (current Year 11). Their curriculum consists of core subjects English, Maths, Science as well as one option subject. They then also complete L2 BTEC in Sport and Active Leisure.</p>  | <p>This meets the needs of a small cohort for students, for whom a more traditional curriculum provision, would have proven a barrier.</p> <p>Attendance, engagement and confidence of the students involved is much improved since their involvement.</p>   | <p>6</p>   |

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| <p>This has now been opened to current Year 10 – As above + Unit Award scheme.</p> <p>We have also extended this to a cohort in the current Y9 as a proactive measure a route in into the Alternative Pathways at Key Stage Four.</p> |  |  |
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £69,482

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
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| <p><b>Additional programme of support</b> – School-led sessions for students in Key Stage Four across all subject areas. Disadvantaged students in KS4 invited to subject sessions including small group support</p> | <p>“As seen by the student survey feedback, the vast majority of those who engaged with the programme stated that the sessions helped them feel more confident in their subjects, and also helped them to prepare for their assessments.”</p> <p>“This support was so beneficial for these students as a lot of them had struggled with engagement in school upon return from the school closures. As seen from their survey feedback, they agreed that the programme helped them to prepare for their assessments and having 1:1 or small group support allowed them to focus on areas that they were struggling with.”</p> <p>Harrogate Grammar School: Additional Support 2020-21 Impact Report</p> <p>90% of the PP cohort who received tutoring felt that it had been positive and had helped them to feel prepared for the exams. Yr 11 exit survey 2022-23</p> | 6                             |
| <p><b>Recruitment of Additional Programme of Support co-</b></p>   | <p>The previous success of the post of Academic Support Co-Ordinator means the post has now been enhanced with a remit covering disadvantaged children including</p>  | 6                             |



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| <p><b>ordinator</b> – This role will use academic and pastoral data to identify students in need of targeted support and intervention. They will liaise with Faculty and Pastoral Leaders to ensure that the support is best matched to need. They will, with the Assistant Headteacher for Key Stage Four, review at each data round to ensure the intervention is having impact.</p>  | <p>PP as part of deep structural changes to help embed a school wide culture to close gaps for all pupils.</p> <p>Harrogate Grammar School Universal Catch-Up Premium Funding: Interim Review, 19 May 2021</p>   |          |
| <p><b>Recruitment of Tutors to deliver 1:1 sessions</b> in school - We will have a tutor from each of the core subjects in school for a 12- week period who will work directly with KS4 students. These students have been identified as requiring additional support in these subjects from analysis of data and teacher feedback. The tutors will work on a one-to-one and small group basis during school time. As the tutors will be in school on a full-time basis, this will ensure maximum</p> | <p>Research shows that short (30 mins, 3-5 times a week) sessions, over a set period e.g., 10 weeks can add 5 months of progress. This is because it can allow the teacher/tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to their understanding.</p> <p><a href="#">Education Endowment Foundation</a></p> | <p>6</p> |

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| flexibility in meeting the needs of students whilst also  |  |       |
| <p><b>Mentoring programme</b> -This is for disadvantaged students in KS4. Senior Leaders, and operational staff, will meet fortnightly with a student to provide mentoring.</p>   | <p>“Mentoring interventions may be more beneficial for these pupils (disadvantaged), as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p><a href="#">Mentoring   EEF(educationendowmentfoundation.org.uk)</a></p>  | 1,3,6 |
| <p><b>Reading</b> - Yr7 Pupil Premium students 1-2 years below chronological reading age will receive targeted support on the Paired Reading programme with a Sixth Former. PP students who are 2+ years below will be placed on the Accelerated Reader programme delivered in English reading lessons and offered core plus literacy intervention as well as Toe by Toe phonics. All PP students receive targeted reading support in explicit reading lessons delivered in English. This is supported by wave 1 quality first teaching in English lessons. All PP students</p> | <p>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year.”</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF: Improving Literacy in Secondary Schools - Summary of recommendations</a></p> <p>Number 7 - Provide high quality literacy interventions for struggling students.</p> | 4     |

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| are targeted to take part in experiential author talks and workshops at least three times a year.                                     |  |   |
| <b>Oracy training: during tutor time</b><br>Year 7 will once a week take part in oracy sessions looking at effective talk strategies. | The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.<br><br><a href="#">EEF oral language interventions: Key findings point 1</a><br><br><a href="#">EEF: Improving Literacy in Secondary Schools - Summary of recommendations</a> | 3 |

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

Budgeted cost: £22,091

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Retention of Attendance Officer</b> –<br>The Attendance Officer will work with students and families identified as having low or persistent absence from school. They will co-ordinate the necessary support for students to raise attendance levels, prioritising disadvantaged students. | This role can support students at risk of persistent absenteeism as they can: <ul style="list-style-type: none"> <li>• Initiate and oversee administration of absence procedures</li> <li>• Engage with external agencies</li> <li>• Work directly with families including undertaking home visits.</li> <li>• Be part of a multi-agency approach</li> <li>• Report to Senior Leaders on the impact of action plans and intervention.</li> </ul> <a href="#">Improving school attendance: support for schools and local authorities, DfE, Sept 2021</a> | 1                             |
| <b>Maintain increased capacity of Attendance Officer</b> –<br>We will continue with the increase in the   | Post Covid-19 attendance nationally has been significantly affected. The first term of 2022/23 has seen attendance drop to 93% compared   | 1                             |

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| <p>number of days in school by 1 per week. This will be targeted at students who have found the return to school from the pandemic more challenging. They will work alongside Just B's Emotional Wellbeing service to run small group sessions on school avoidance as well as provide support for HGS staff.</p>   | <p>to an average of 95-96% over the last 5 years pre-pandemic.</p>   |          |
| <p><b>Maintain increased capacity of Just B Emotional Wellbeing Service</b> – We will continue with the increased capacity of this work by 1 day per week. They will work jointly with our Attendance Officer to provide small group sessions on school avoidance as well as provide support for HGS staff.</p>  | <p>There has been an increase in the number of cases referred to Just B since our return to school in September 2021, with 16% of referrals being for disadvantaged students. A number of these cases are linked to anxiety related to returning to school following the pandemic.</p> <p>This has risen again in Sept 2022 with now 25% of referrals being disadvantaged.</p>                 | <p>5</p> |
| <p><b>Work with Cluster Counsellor</b> – A specialist counsellor to provide one-to-one wave 3 interventions for identified students with complex SEMH due to trauma/Adverse Childhood Experiences. 1-2 days a week to provide a targeted number of sessions to support the removal of barriers to attendance/outcomes. Maintaining confidentiality but co-</p> | <p>“School and college-based counselling is an effective form of targeted support.” “One way in which counsellors can link to a wider pastoral system in a school is to highlight when they are supporting a number of children and young people with issues related to the school environment.”</p> <p><a href="#">Counselling in schools: A Blueprint for the future, DfE, Sept 2016</a></p> | <p>5</p> |

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| <p>working with key staff in school.</p>   |  |            |
| <p><b>Trauma informed ‘Respectful Relationships and Behaviour’</b> policy is underpinned by an understanding of Adverse Childhood Experiences and an approach of ‘connection before correction.’ We will use a Senior Educational Psychologist to deliver CPL to key staff in school (Teaching Assistants, Year Managers, Disadvantage Faculty Links) on Emotion Coaching. This will provide staff with practical strategies to support behaviour and will be shared amongst the wider staff body.</p> | <p>“The national suspension rate is higher at 9.34 for pupils eligible for FSM, compared to 2.58 for those not eligible.”</p> <p><a href="#">Permanent exclusions and suspensions in England, Academic Year 2019/20 – Explore education statistics – GOV.UK (explore education-statistics.service.gov.uk)</a></p> <p>Adverse Childhood Experience - “It is important that schools provide support to pupils at such times, including those who are not presenting any obvious issues.”</p> <p><a href="#">Mental health and behaviour in schools, DfE, 2014.</a></p> <p>Emotion Coaching can have the following benefits for students:</p> <ul style="list-style-type: none"> <li>• Achieve more academically in school.</li> <li>• Have fewer behaviour problems.</li> <li>• Are more emotionally stable.</li> <li>• Are more resilient Gottman, 1997.</li> </ul> | <p>2,3</p> |
| <p><b>Supporting students with Home Learning</b> – Students, who are finding the challenge of Home Learning difficult, will be provided with the support to complete tasks but also develop effective study habits.</p>  | <p>Research on the EEF shows that homework can have a positive impact on students of up to 5 months. <a href="#">(EEF homework report key finding 1)</a></p> <p>It also states that disadvantaged students are less likely to have a quiet space, access to technology and the support to complete work. This can then lead to a gap in attainment.</p> <p>Home learning club based in LS 3 times a week, provides additional support to identified students to maximise success and build study habits.</p> <p>Home learning after school support is provided P6 on a Wednesday to trouble shoot any barriers and to provide guidance and advice from two Assistant Head Teachers.</p>  | <p>3</p>   |

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| <p><b>Enrichment</b> – There will be a wide range of high-quality extra-curricular activities, trips and visits on offer to all students. Disadvantaged students will be actively encouraged and supported to participate, and we will be able to use intelligent school systems to monitor and review the levels of participation.</p> | <p><a href="#">The EEF</a> key findings reference evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>They also state that by providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is a small positive impact of physical activity on academic attainment.</p> | <p>7</p> |
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**Total budgeted cost: £166,681**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Student outcomes for our disadvantaged students are better than national disadvantage outcomes and close to non-disadvantaged nationally in many areas.
- Using the Education Endowment Foundations' 'Families of Schools' database the aggregated data from 2016-2019 places us 8th out of 50 schools for Basics (9-4), 15th out of 50 for Attainment 8 and 18th out of 50 schools for Progress 8 scores for disadvantaged students.
- Alternative provision was in place for several of the students in this cohort as they had specific needs.
- Alternative pathways such as functional skills in English and Maths were followed by several of the cohort to support their progression post-16.
- Of the 14 Year 11 Pupil Premium students, 6 students applied and met the requirements and have started successfully. 7 of the other students were supported to destinations that were better suited to their future aspirations.
- Individual case studies for Year 11 across a cohort of 14 students demonstrate that the vast majority progressed to appropriate next step destinations and indicate the support that was in place to enable this success.
- In 2022/23 the number of Pupil Premium students receiving a FTE went up to 12 students from 9 in 2021-22.
- Overall attendance rates for Pupil Premium students improved by 2% in 2022-23 from the previous year showing that the attendance focus and strategy is working well.
- Overall, we are on track to achieve some of the outcomes we set out to achieve. The curriculum is broad and balanced, and the 7 Principles are becoming embedded practice across the school with routine focus on this both at faculty and SLT level to ensure this happens. During the 3 years, there has been a system change and a change in the way we report. Whilst this makes direct comparisons harder, it does mean a better language of inclusion for disadvantaged students with a move away from Outstanding/Coasting to Exceptional/Change needed with clear guidance on what change needs to happen for better progress.
- We have set ourselves exceptionally high targets around zero gaps across all measure for disadvantaged and non-disadvantaged students. This means that much of the work on attendance/behaviour and outcomes will continue into the next 3-year plan.
- Zero gaps is also our target around outcomes for students, whilst we did see an improvement in the P8 score between mocks and exams from -1.31 to -0.62 there was still a gap and this remains an area for focus.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
|   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
|   |



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity:

- **Hardship Assistance** - Support with equipment, uniform, and transport where appropriate.
- **Curriculum enhancement/timetabling** - This will include individualised programmes e.g., to include college courses, other alternative provision, and a personalised curriculum.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium peer review to obtain an external perspective.

We triangulated evidence from multiple sources of data including assessments, attendance figures, behaviour and attitude to learning data as well as post 16 destinations and our own quality assurance to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We will continue to use this once it is resumed with the return of SATs data post Covid.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils and commissioned our own external review of our disadvantage strategy. We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.