

# Smithdon High School 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.

**Subject to Governors' approval – expected at LGB 3 February 2022**

## School overview

Detail	Data
School name	Smithdon High School
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	29.28%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	John Hirst, Headteacher
Pupil premium lead	Amanda Gibbins, Head of School
Governor / Trustee lead	Rob Lodge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,245
Recovery premium funding allocation this academic year	£16,095
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	£133,340

# Part A: Pupil premium strategy plan

## Statement of intent

Smithdon High School is committed to ensuring that all students make positive progress, achieve well and gain a variety of experiences and opportunities, no matter their background or the challenges they face.

The focus of our Pupil Premium Strategy is to support all disadvantaged students, including those who are high prior attainers, to overcome those challenges and leave school having achieved this goal academically, socially and culturally. We consider local challenges as well as personal challenges faced by each vulnerable student, including those who are young carers or are supported by social workers, mental health practitioners or other similar services.

We are a smaller than average high school, serving a rural seaside area. Pupils come from a wide range of socio-economic backgrounds and most live in a coastal environment. A small number of pupils come from minority ethnic backgrounds and even fewer (2.13%) do not have English as their first language. 22.82% of our students receive Free School Meals. While technological support and/or places in school were provided for vulnerable students during the pandemic, the impact of it is further reaching with student mental health, anxieties and also parental instability caused by a lack of tourism – the main industry in this area – in addition to those issues caused nationwide by the lockdown periods.

High-quality teaching is the centre of our approach to supporting disadvantaged students, with regular staff pedagogical CPD and 5 key reminders (linked with SEND support) to:

- know your students
- use regular retrieval
- scaffold activities
- make learning accessible
- remember to praise students while holding high expectations.

High quality first teaching is proven to have the best impact on reducing the attainment gap, while helping all students in the school.

Due to the large mental health and social behaviours impact on our students following the pandemic, particularly those already facing disadvantages, we are focussing a large proportion of our targeted National Tutoring Programme support on mentoring support and wellbeing guidance. The remainder will be used on small group tuition by our own teaching staff in after-school face-to-face sessions, as many of these students struggled to interact remotely during the lockdowns.

We follow a reflective approach to supporting disadvantaged students, responding to individual challenges as they arise, as well as the common challenges, redirecting some of our activities as needed.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The main attainment of disadvantaged students is affected by <b>low levels of literacy, vocabulary, reading</b> experience and understanding. In the most severe of challenges this can impact on students' progress in all subjects across the curriculum.</p> <p>On entry to Year 7 in the last 3 years, 13-33% of our disadvantaged students arrive below age-related expectations compared to 16-30% of their peers (correlated).</p>
2	<p>Our observations, confirmed in discussions with students, demonstrate that our disadvantaged students have <b>limited wider life-experience</b>, limiting their aspirations and expectations for their future. Parents of these students often also fail to discuss potential career options with their children.</p> <p>As a result, students lack the motivation to push themselves to achieve well and/or consider progression onto higher level courses post-16.</p>
3	<p>Our assessments, observations and discussions with students and parents, as well as the various services supporting them, suggest that the education and already poor mental wellbeing of our disadvantaged students has been further impacted by school closures, to a greater extent than for other students – reflected by national studies.</p> <p>This has resulted in <b>significant knowledge gaps</b> in many subjects, especially in English and Humanities subjects, where students struggled to engage remotely and having that in-person engagement and opportunities for questioning (lacking in confidence to discuss in online meetings).</p>
4	<p>As above, our assessments, observations and discussions with students and parents, as well as the various services supporting them, suggest that the education and already poor mental wellbeing of our disadvantaged students has been further impacted by school closures, to a greater extent than for other students – reflected by national studies.</p> <p>This has also resulted in <b>an increase in identified social and emotional issues</b> for many students, with referrals for and professional diagnoses of anxiety, depression and mental exhaustion. Support provided, by its very nature, also impacts on curriculum time in order to prioritise these meetings to improve students' mental health.</p>
5	<p><b>Attendance</b> for all students, but particularly disadvantaged students, continues to be below average. Attendance in 2020-2021 for disadvantaged students was 84.07% compared to 93.33% for non-PP.</p> <p>There are a high number of medical-related concerns, especially mental health again particularly for disadvantaged students, with several in medically supported long term absences. As such, 43.14% of disadvantaged pupils have been 'persistently absent' compared to 12.72% of their peers.</p>

	<p>Assessments and observations indicate that absenteeism is also negatively impacting on the progress of disadvantaged students.</p>
6	<p><b>Family environments, including parental engagement</b>, for disadvantaged students continue to cause challenges for several of our students. A number are part of large families, meaning they share bedrooms with one or more siblings, so their sleep is disrupted by factors outside of their control and having a space to work quietly can be an issue for some of them.</p> <p>While we have an after-school homework club, given the wide rural nature of our catchment areas, these same students have issues getting home once the buses have collected at the end of the school day.</p> <p>Engagement by parents, especially of disadvantaged students, has also reduced following the pandemic – with fewer parents feeling confident in attending in-school meetings due to fears of Covid and fewer willing to attend online parents' meetings (though access does not seem to be an issue).</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved levels of literacy, vocabulary, reading and comprehension for disadvantaged students – enabling them to access subjects across the curriculum.	<p>Reading comprehension tests demonstrate improved comprehension skills for disadvantaged students and a smaller gap between disadvantaged and non-disadvantaged students.</p> <p>Quality Assurance processes identify improved usage of literacy, vocabulary and comprehension by disadvantaged students across all subjects (learning walks, book scrutinies and student voice meetings)</p>
Improved wider life experiences of disadvantaged students and more students from disadvantaged backgrounds applying for Level 3 post-16 courses.	<p>Records indicate an increased uptake of enrichment opportunities by disadvantaged students, in line with non-disadvantaged students, such as for aspirational trips, activities and careers experience events.</p> <p>Registers indicate that the uptake in co-curricular activities is no different between disadvantaged and non-disadvantaged students.</p> <p>No disadvantaged students are recorded as NEET, while year-on-year records identify increasing numbers of disadvantaged students successfully applying for and beginning Level 3 courses.</p>
Improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4, including EBACC subjects.	<p>By the end of 2024 the % of disadvantaged students entered for EBACC is in line with non-disadvantaged students (both increased to at least 45%). In 2021, 11.54% were entered (and achieved) EBACC compared to 24.14% non-disadvantaged entered (22.99% achieved).</p> <p>By the end of 2024, disadvantaged students achieve at least in line with their non-disadvantaged peers in KS4 results.</p>
To achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils meeting the national standard of 96% and the attendance gap between disadvantaged and non-disadvantaged students being reduced by at least 5%</li> <li>• the percentage of all pupils who are persistently absent being below 20% and the disadvantaged being no more than 10% lower than their peers.</li> </ul>
To increase and maintain parental engagement for all, especially disadvantaged students, in supporting their children's aspirations and progress.	<p>An increase in the numbers of all parents 'attending' parents' evenings, to at least 90%, with at least 85% attendance for parents of disadvantaged students.</p>

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HoDs and departments embedding and developing the knowledge-rich curriculum with:</p> <ul style="list-style-type: none"> <li>- clear sequencing,</li> <li>- coverage of Tier 3 vocabulary</li> <li>- knowledge organisers</li> <li>- opportunity for identified gaps to be addressed.</li> <li>- embedding of cultural capital knowledge/experience</li> </ul> <p>We will fund teacher release time to meet cross-Trust and deepen the impact of our KRC.</p>	<p>Alex Quigley, EEF Blog, “a successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught”  <a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-what-do-we-mean-by-knowledge-rich-anyway/">https://educationendowmentfoundation.org.uk/news/eeef-blog-what-do-we-mean-by-knowledge-rich-anyway/</a></p> <p>Ofsted: a Knowledge Rich Curriculum should include “invaluable knowledge [leaders] want their pupils to know”</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘On average, reading comprehension approaches improve learning by an additional five months’ progress.’</p> <p>Combating the ‘Matthew Effect’: When pupils: “read more, learn more vocabulary which then enables them to read more and comprehend more advanced texts and so they advance further. The children who fail to learn to read, read less, are less fluent, have a poorer vocabulary, comprehend less and the gap just keeps on growing. It is the principle of ‘The rich get richer and the poor get poorer’.”  <a href="https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/">https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</a></p> <p>Geoff Barton: “the word rich get richer, the word-poor get poorer” when not given the opportunity to experience wider vocabulary.</p>	<p>1, 2</p>
<p>Staff responsibility and TLRs: strategic and operational roles to support both pupils and staff, including Pupil Premium, Language for Learning, Gifted and Talented, Careers</p>	<p>By following recommendations set out in the evidence-based research documents, such as the EEF’s updated Pupil Premium Guide (<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>) and the EEF’s Improving Literacy in Secondary Schools (<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>), we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Staff culture training.</p>	<p>The evidence from the study, <i>Against the odds</i>, suggests that staff attitudes are an important factor in creating a positive culture to successfully tackle socio-economic disadvantage.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Launch of the cross-curricular Reading Strategy to identify categories of readers in need of support: low fluency, poor decoding, poor comprehension and develop a love of reading for pleasure.</p> <p>CPD to all staff and allocated MLT meeting time to embed across all subjects.</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clare 2011; Clare and Douglas 2011).</p> <p>EEF Blog on whole class reading: with “the teacher reading the passage with concise clarifications of key vocabulary built-in (as recommended by Lemov in another section of Reading Reconsidered), and then... students discussing and answering comprehension questions about the passage.”  <a href="https://educationendowmentfoundation.org.uk/news/ef-blog-whole-class-reading/">https://educationendowmentfoundation.org.uk/news/ef-blog-whole-class-reading/</a></p> <p><i>See also ‘Matthew Effect’ and Geoff Barton references above.</i></p>	<p>1, 3</p>
<p>Extended Writing focus, particularly in English, RE and Humanities subjects, but addressed in all subjects – ensuring students are supported with modelling, scaffolding and growing independence in longer writing tasks, both at KS3 and for subject-specific GCSE long answer questions.</p> <p>Supported by regular CPD in this area from the key subject leaders.</p>	<p>The theory behind scaffolding (Wood et al, 1976; Vygotsky, 1978; Gallimore et al, 1990; Stone, 1993) suggests that key features of the process are:</p> <ul style="list-style-type: none"> <li>• Learning happens in a social context – the teacher pushes the student just beyond their current level of ability by engaging in collaborative activity (dialogic interaction).</li> <li>• The student’s ability continually changes and as it does the teacher’s collaborative input continually changes. Therefore, the process is dynamic and responsive.</li> <li>• The teacher and student develop a continually evolving mutual perspective and shared situational definitions about how to complete the task. As a result, the process is unique to each set of teacher/student.</li> </ul> <p>This unique process, also allows for disadvantaged-specific and targeted support in lessons.</p>	<p>1, 2, 3</p>
<p>Regular, calendared staff CPD on pedagogy, reminders of key strategies for supporting SEND and disadvantaged students and specific training support for need (e.g. diabetes nurse training, support for the hard of hearing). Delivered through:</p> <ul style="list-style-type: none"> <li>• Weekly 5-minute training updates in briefing to all staff</li> <li>• Wednesday CPD sign-up programme (compulsory support training for ECTs and trainees; minimum of 5 hours sign-up for remaining teaching staff)</li> <li>• Weekly training for LSAs run by the SENDCo</li> </ul>	<p>Key lessons learned in the EEF’s research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference.</p> <p>Improving the quality of teaching is therefore our primary focus – though has the smallest cost associated with it.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader programme	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'On average, reading comprehension approaches improve learning by an additional five months' progress.'</p> <p>The ability to read fluently and understand and retain what has been read improves students' ability to access the whole curriculum.</p>	1, 2
Maths and English small group after-school tutoring – using the School-based Tutoring funding	<p>Extra tuition to address specific needs identified through data or teacher observations. This is firstly prioritised towards the disadvantaged but also to any subgroup that is seen to be in need.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	1, 3
Saturday Maths 1-2-1 intervention	<p><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>	3
<p>Small group targeted support:</p> <ul style="list-style-type: none"> <li>• Weekly small group intervention sessions during tutor time</li> <li>• Identified SEN/PP nurture group in Year 9</li> <li>• Identified SEN/PP groups in Year 10 and 11 with a taught ASDAN option</li> </ul>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'Small group teaching can sometimes be more effective than either one to one or paired tuition.' and 'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.'</p> <p>Small group tuition and targeted intervention stated as effective ways to improve literacy skills and help close the attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf">https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</a></p> <p>The Dyslexia-SpLD Trust advocates a clear and transparent process for delivering literacy interventions. <a href="http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/">http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/</a></p> <p>Evidence to show that a significant amount of students increase their reading level by more than 1 year with some increasing by up to 5 years. <a href="http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/">http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/">http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</a></p>	1, 2, 3

Opportunities for more able disadvantaged students to gain academic and motivational experiences through extra-curricular clubs, eg. The Brilliant Club, STEMM, studying for the HPQ qualification	Other local schools have shown impact for PP students working towards the STEMM award in their final GCSE results.	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 Mentoring – by young male staff member - for Yr10 and 11 (particularly boys) who have become disaffected (or increased in disaffection) following lockdown and/or poor behaviour has developed/increased	<p>Interventions that target Social and Emotional wellbeing have an ‘identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average)’</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>Experience of school relationships here indicates a positive male role model can have a positive impact on disadvantaged boys who have ‘lost their way’.</p>	2, 4
Attendance and punctuality support & interventions – including parental support/challenge	<p>EEF – attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Direct link between low attendance and low attainment:</p> <p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/</a></p>	3, 5, 6
1-2-1 and small group pastoral support for SEMH issues, including anger management support & liaison with parents such as PSPs and FSPs.	<p>Good levels of attendance are affected by positive mental health and experiences.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states – ‘SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).’</p> <p>Successful trial programme in 2018-19: Interventions that target Social and Emotional wellbeing have an ‘identifiable and significant impact on attitudes to</p>	3, 4, 5, 6

	<p>learning, social relationships in school, and attainment itself (four months' additional progress on average)'</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>EEF – There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Some parents need support in the form of direct advice, help with learning or referral to other support agencies.</p>	
<p>Careers support – through the designated careers lead and the embedding of the CIAG programme (incl using Unifrog) and a qualified Careers Advisor with targeted appointments for students, with priority for students following an FTE.</p>	<p>Students aware of all opportunities available to them, encouraged by staff to investigate all possible opportunities open to students for the future opens their eyes to potential curriculum pathways and job ideas and promotes higher aspirations.</p> <p>Testimonials from other schools using Unifrog</p> <p>EEF - Strong careers information, advice and Guidance as well as educational experiences are listed in the <a href="#">top 10 approaches</a> for disadvantaged pupils.</p>	2
<p>Student leadership opportunities</p>	<p>SSAT: “Involvement in leadership and voice activities can improve students' and pupils' learning as well as helping them to develop the skills and traits needed for success outside of the classroom.”</p> <p><a href="https://www.ssatuk.co.uk/cpd/student-leadership/">https://www.ssatuk.co.uk/cpd/student-leadership/</a></p> <p>Smithdon experience shows that when some students have a responsibility for supporting another student, their own attendance improves</p>	2, 5
<p>Increased opportunities for engagement with parents of disadvantaged and vulnerable students who have limited contact with the school – including increasing contact in the lead up to parents’ evenings and other parental information evenings</p>	<p>Increased student progress associated with positive parental engagement (+3 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/">http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/">http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</a></p> <p>EEF – parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.</p>	6
<p>Funding support for disadvantaged students:</p> <ul style="list-style-type: none"> <li>• Revision guides for all GCSE subjects</li> </ul>	<p>Supporting students in revision and independent learning to increase results at GCSE, being able to work independently and have equal access all appropriate provision.</p>	2, 5

<ul style="list-style-type: none"> <li>• Cooking ingredients for Catering GCSE and KS3 cooking</li> <li>• Support for trips and activities to enable all students to get involved/attend</li> <li>• Music lessons provided FOC for Year 7 students to encourage take up of an instrument.</li> </ul>	<p>Removing any barriers for Pupil Premium students to reach their potential: the DfE – wider approaches for Pupil Premium spending may be used at a school’s discretion. This could be on music lessons, revision guides, breakfast club and educational visits.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.’</p> <p>EEF – ‘one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural Capital’ (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits)’</p>	
<p>Purchase of external online licenses via providers that concentrate on both course materials and also diagnostic assessments</p>	<p>DfE – wider approaches for Pupil Premium spending may be used at the school’s discretion.</p> <p>Past experience demonstrates access to resources at home can enable parents to take a greater interest in and/or encourage them to support their children in their learning, especially if their own (lack of) learning/knowledge is a concern for them in offering support.</p>	<p>1, 2, 3, 6</p>

**Total budgeted cost: £ 135,500**

## 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.

Although the last academic year was again affected by the Covid pandemic, some strategies were successfully embedded and developed, while others were prioritised or amended:

- Knowledge Organisers were launched in the Autumn Term, and improved upon following review, both for in-school and remote learning.
- Knowledge Rich Curriculum was successfully developed, embedded and reviewed – evidence of learning of key facts (substantive knowledge) has been identified through regular, daily retrieval practice and application of that knowledge with a disciplinary understanding was evident in some Summer Term assessments, but indicated the next step is to ensure that all students are able to apply their disciplinary knowledge effectively and with ease.
- Subscriptions for online learning and assessment programmes became invaluable during the lockdown periods, as was the access to laptops and PCs (if a school place was not accepted/desired by parents); however remote learning lesson attendance (4/1/21 – 5/2/21) for PP students was 71% compared with 78% whole school.
- Our internal assessments showed that disadvantaged students performed better than in previous years, relating to Progress 8 and Attainment 8: summer TAG assessment activities compared with prior assessments demonstrated that disadvantaged students had successfully built upon their prior learning and that any gaps created during lockdowns had been identified and addressed through high quality teaching as well as the targeted tutor-time intervention programme.

However, some strategies were negatively affected by the impacts of the lockdowns and/or the restrictive measures for keeping students safe:

- The Accelerated Reader programme had limited impact during lockdown due to limited access to books and encouragement of reading through the allocated lesson times (despite reading homework and allocated times during home learning); however once students returned to school in March this was relaunched and continued to support progress in literacy and reading.
- The majority of co-curricular clubs (other than PE) were unable to run under Covid bubble restrictions, though the STEMM club and the Duke of Edinburgh's Award scheme continued remotely, the latter completed by their walks (if not camping) at the end of the Summer Term. enabling students to still achieve their

Bronze and Silver Awards – and to see the success of their efforts and motivation.

- Continued increased parental attendance at school events, the launching of parental engagement activities (such as cooking classes, etc) were not able to happen.
- Overall attendance for the disadvantaged students was lower than in previous years and lower than the national average – as was non-disadvantaged attendance – as a result of concerns over the pandemic, as well as illness.

## 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
Accelerated Reader	Renaissance Education
Classcharts	TES
Hegarty Maths	Hegarty Maths
My Maths	Oxford University Press
Educake	Educake
SIMS	Capita
GCSEPod	The Access Group

## Service pupil premium funding (6 students)

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

Measure	Details
Access to remote learning	Provided laptops and software (as per PP students)
PSP support and parental engagement work for 1 Services PP student	To address poor behaviour, improve parental engagement and offer targeted 1-2-1 support for specific need.
Counselling support for 3 students	1-2-1 referrals made to external agencies for specific targeted social/emotional/mental health support.

## Further information (optional)

Preparation for this new strategy included a review of previous recent strategies and actions for generic challenges facing our disadvantaged students, based on demographic, cultural influences and local knowledge.

New for this strategy, however, informal chats took place with as many disadvantaged students as possible, to determine the individual challenges they face as well as the accuracy of assumed generic challenges – these interviews confirmed these students:

- lack future plans/aspirations
- lack support from home regarding both discussions of future plans or ideas and motivations
- have limited experience of reading at home – being read to or reading aloud/with parents or even witnessing parents reading
- have limited experience of wider opportunities
- lack technology access – particularly Year 7s, who were not members of the school in 2020-1 when technology support was provided
- lack a quiet place to work at home

However, they also identified that many are well socialised with family and friends (peers) but have a number of challenges that we, as a school, can do little to mitigate against:

- many share a bedroom with at least one (frequently more) sibling, often younger than them
- many have large families (at least 3 siblings, often younger)
- at least 3 students come from families of 7+ children (only one of those is a blended family)
- the majority have issues sleeping – either due to other family members (e.g. siblings crying, playing computer games, on their phones, in the bedroom or from noise in the house) or due to housing context – immediate neighbours, local demographic of the street

Going forward, when some of the pandemic restrictions ease, we will be better placed to plan targeted and individualised support – such as including more homework club provision.

We know that quality first teaching is the most important factor in making the biggest difference to our disadvantaged students – and high quality CPD for teaching and learning support staff is a huge part of our day-to-day strategy; as well as regular monitoring to ensure that what happens in the classroom reflects our high expectations. This will be supplemented by targeted, planned, small group academic and wellbeing interventions and careers support to improve motivation, wellbeing and ultimately outcomes. Furthermore, a focus on improving attendance and reducing persistent absence must remain a key element – as no teaching or interventions can have a positive impact if the students are not attending school in the first place. Where there are genuine reasons for absence, supportive measures, such as an effective e-learning package and monitored plans for supported reintegration will be central to our plans to ensure the educational impact on those students is reduced.