

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	Warblington School				
Number of pupils in school	<table border="1"> <thead> <tr> <th>2021/22</th> <th>2022/23</th> </tr> </thead> <tbody> <tr> <td>586</td> <td>682</td> </tr> </tbody> </table>	2021/22	2022/23	586	682
2021/22	2022/23				
586	682				
Proportion (%) of pupil premium eligible pupils	<table border="1"> <thead> <tr> <th>2021/22</th> <th>2022/23</th> </tr> </thead> <tbody> <tr> <td>32%</td> <td>34%</td> </tr> </tbody> </table>	2021/22	2022/23	32%	34%
2021/22	2022/23				
32%	34%				
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025				
Date this statement was published	December 2022 <i>To go to Governor's Jan 2023</i>				
Date on which it will be reviewed	September 2023				
Statement authorised by	Mike Hartnell, Headteacher				
Pupil premium lead	Cara Gregory, Assistant Headteacher				
Governor / Trustee lead	Colin Swettenham, Chair of Governors				

Pupil Premium Summary	Current students Oct 2022 Census		Number of students funding is based on		Difference
Number of Ever6 Pupils	197		161		↑33
% of cohort and FSM level	29%	Average	28%	Average	(Approx £32k difference)

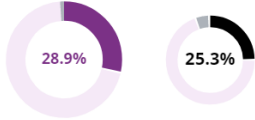
Spring 2022 Census Data (Compared to National)

Pupil Deprivation ?

■ SCHOOL COHORT ■ NCER NATIONAL

DISADVANTAGED

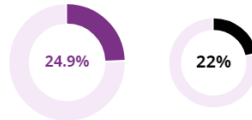
DIFFERENCE
3.6%



28.9% of the children in your school are considered disadvantaged, this is **3.6% greater than** the national value of 25.3%.

FREE SCHOOL MEALS

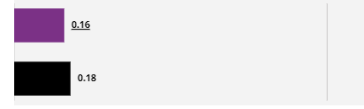
DIFFERENCE
2.9%



24.9% of the children in your school are eligible for free school meals, this is **2.9% greater than** the national value of 22.0%.

IDACI

DIFFERENCE
-0.02



The average IDACI score for your school is **0.16**. This is **0.02 lower than** the national IDACI score of **0.18**.

Disadvantaged Free School Meals IDACI Score IDACI Deciles

SCHOOL COHORT (143)

View By: Pupil Group NC Year

NCER NATIONAL

Category	School Cohort (%)	School Cohort Count	NCER National (%)	Difference (%)
Boys	50.3%	72	51.3%	-1%
Girls	49.7%	71	48.7%	1%
Disadvantaged	100%	143	94.2%	5.8%
FSM Eligible	100%	143	100%	0%
SEN Support & EHCP	28.7%	41	26.5%	2.2%
SEN Support	25.9%	37	19.8%	6.1%
SEN EHC Plan	2.8%	4	6.7%	-3.9%
None SEN	71.3%	102	73.5%	-2.2%
EAL	1.4%	2	19.2%	-17.8%
Non EAL	98.6%	141	80.8%	17.8%

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021/22	£158,310
Pupil premium funding allocation this academic year	£158,585
Recovery premium funding allocation academic year 2021/22	£11200
Recovery premium funding allocation 2021 – 2023 financial years	£28,389
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

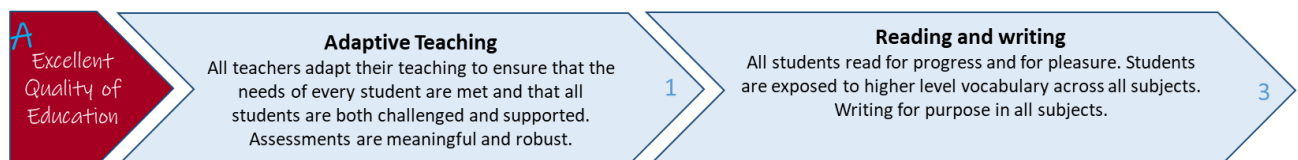
High quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proved to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This statement of intent forms a major part of the two major strands of the school improvement plan in 2022/23:



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and levels of persistent absentees</p> <p>Our attendance data over the last 3 years (not taking into account school closures due to covid) indicate that attendance amongst disadvantaged pupils has been between 1-9% lower than for non-disadvantaged pupils. 9-15% of disadvantaged pupils have been 'persistently absent' compared to 14-27% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Behaviour incidents</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognition / self-regulation strategies when faced with challenging tasks in the classroom, notably in their monitoring and evaluation of their answers. Therefore the number of behaviour incidents has increased meaning more time out of the classroom and in the reflection room.</p> <p>This is also triangulated by the amount of fixed term exclusions over the last three years for our disadvantaged students which has increased from 8 to 20.</p>
3	<p>Well-being, mental health and safeguarding concerns</p> <p>Our assessments (including well-being monitoring survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Following the pandemic, teacher referrals for support markedly increased. 2445 safeguarding concerns were raised by staff (1640 of whom are disadvantaged) compared to 805 (391 of whom are disadvantaged) before the pandemic. These students currently require additional support with social and emotional needs.</p>
4	<p>Access to technology and educational materials</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and well being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils due to a lack of engagement with remote learning. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths, science and English literature in KS4 and foundation subjects in KS3.</p>
5	<p>Reading</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 67-73% of our disadvantaged pupils arrive below age-related expectations compared to 36-47% of their peers. This gap remains steady during pupils' time at our school.</p>

	<p>On entry in 2022 the gap between disadvantaged and non – disadvantaged students is increasing. This can be attributed to the pandemic. ARE in reading is significantly lower across the year group with 48% of students reading under 11 years and 20% reading under 9 years. Of this percentage, a high number are disadvantaged students.</p>
6	<p>Maths</p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>School CAT-4 assessments on entry to year 7 in the last 3 years indicate that between 25-50% of our disadvantaged pupils arrive below age-related expectations compared to 10-25% of their peers.</p>
7	<p>Low aspirations</p> <p>The aspirations of disadvantaged pupils are generally lower than that of their peers. This is evident as only 44% (16/36) of our current disadvantaged year 11 cohort have applied or intend to apply for Level 3 courses as further education.</p> <p>Job interview day, work experience, college taster sessions, enrichment sessions, music lessons, career interviews</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 attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on EBacc subjects.	<p>By the end of the current plan in 2024/25, 30%, or more of disadvantaged pupils enter the English Baccalaureate (EBacc) and achieve a grade 4. In the last 3 years this figure was 6-9%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve;</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 4.8 • an EBacc average point score of 4.8
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognition and self-regulatory skills among disadvantaged pupils across all subject.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of well-being from 2024/25 demonstrated by;</p> <ul style="list-style-type: none"> • qualitative data from student voice, staff referrals, student and parent surveys and teacher observations. • an significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by;</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% meaning there is no gap. • Any pupils at risk of being classed as persistently absent having a clear attendance action plan with intended impact

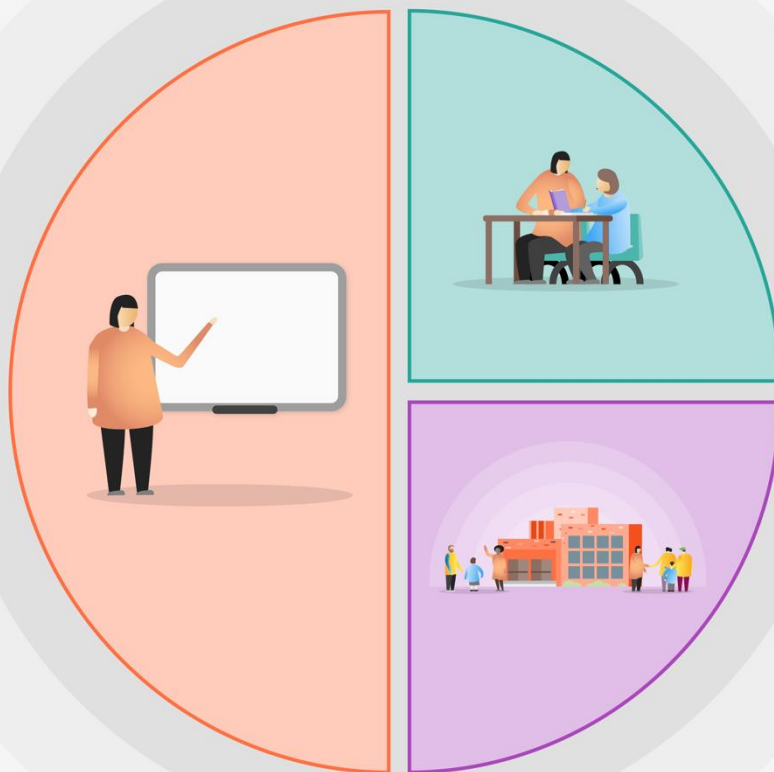
<p>To ensure all disadvantaged pupils have access to the necessary and appropriate resources so they are able to fully participate in all curricular and extra-curricular experiences and opportunities offered to them to ensure they are able to fulfil their potential whilst increasing cultural capital.</p>	<p>By the end of the current plan in 2024/25 all disadvantaged pupils to have access to any required resources;</p> <ul style="list-style-type: none"> • a laptop so they are able to access, research and complete any learning; blended, remote or home. • ingredients for food technology practical sessions. • access to peripatetic music lessons to learn new skills or enhance previously learnt skills. • access to PE kit to fully participate in all practical activities. • Art/Photography sketch pads so pupils are able to present their work in the required standard.
<p>To raise the aspirations of all of our disadvantaged pupils.</p>	<p>Sustained high levels of educational aspirations from 2024/25 demonstrated by;</p> <ul style="list-style-type: none"> • 100% of our disadvantaged pupils attending job interview day and successfully completing a two-week work experience placement • at least 60% of our disadvantaged pupils applying for and then enrolling on level 3 qualifications once they leave us. • 100% of our disadvantaged pupils attending and participating within all career-led and focussed Tuesday afternoon personal development sessions. If pupils are absent, the expectation is that it is their responsibility to find out what has been missed and catch up. • 100% of disadvantaged pupils to attend a careers interview led by Amanda Puri from Hampshire Futures. • 80% of our disadvantaged pupils to attend at least one college open evening or taster day.

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.

1 Teaching

- Effective formative assessment as a central point of T&L
- Great Teaching Toolkit. Self evaluation carried out, initial observations carried out, training programme to be developed using this toolkit
- Use of career stage expectations redeveloped in Professional Growth
- Use of NPQ qualifications to upskill staff and develop a coaching model.
- Work with the DfE Behaviour Hub programme to ensure classrooms are inclusive and Behaviour for Learning is exemplary.
- Develop adaptive teaching, with a programme led by Sally Franklin (MITA) with all teaching staff and LSAs



2 Targeted academic support

- Use of tutors to deliver specific support for students
- Reading and phonics programmes used effectively
- Hub Mentoring
- Use of Laptops to aid learning
-

3 Wider strategies

- Improve the attendance of all students
- Use ELSA effectively and monitor the impact
- Ensure 'Duty Day' continues to ensure classrooms are disruption free and the school remains safe
-

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 41,750.00

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. CPD training will be provided for staff to ensure assessments are understood and interpreted correctly.</p>	<p>Tests purchased and programme to ensure all students complete tests. Where tests signalled a contrasting outcome to any previous tests, students retested to ensure validity.</p> <p>Targeted students have a CAT profile on Classcharts to indicate ways to improve learning experience</p>	<p>All new students to be tested and CPD to be given to staff to ensure data is used effectively. Observations of staff to see how staff adapt teaching to meet the needs of students.</p> <p>Joint SEND project (see below)</p>	<p>Students to make more rapid progress (via data dashboards) as a result of teaching meeting the needs of students.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for improvements of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>5, 6, 7</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time. It will first be rolled out in maths followed by other subjects.</p>				<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>5, 6, 7</p>

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to share good practice to embed key elements of the guidance in school and to access resources, for example Numeracy Ninjas and Pixl Maths App.</p>		<p>Increase the number of teachers in maths and appoint a KS4 lead to ensure clear focus on raising attainment and to reduce the class sizes wherever possible</p> <p>Re-writing of the KS4 Maths curriculum and resources. Use of the PiXL Wave assessment process to produce PLC's for students in the run up to examinations</p> <p>Targeted interventions for students at key grade boundaries, with regular monitoring to ensure effectiveness.</p>	<p>Increase the number of students gaining good GCSE grades in Maths, enabling them to access Level 2/3 courses at college and reducing the number of students required to re-sit examinations.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches;</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach Maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models;</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will support professional development by providing subject CPD and implementation time.</p>	<p>Used EEF as a source for CPD. Strategies introduced and embedded</p> <p>Targeted vocabulary introduced with a focus on tier 2/3 words.</p> <p>Guided reading has focussed on questioning and reading of high-quality texts.</p> <p>Think, pair, share and dialogic talk strategies discussed and used as AHT.</p>	<p>Pupils more confident when discussing texts in different subject areas.</p> <p>Pupils have started to spot patterns between words across the curriculum and using them more in everyday speech.</p> <p>Retrieval tasks evident in teacher planning.</p> <p>Federation literacy and oracy group attended by literacy lead as a means by which to share good practice</p>	<p>Recommended reads identified and shared with all stakeholders. Texts age appropriate yet challenging and varied.</p> <p>Class readers piloted during STAR to encourage reading of a wider range of literature and modelling of good reading habits.</p> <p>Support staff regularly trained to implement guided reading as part of intervention with disadvantaged pupils.</p> <p>Support staff to visit federation schools and feeder schools to share good practice.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject; Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English;</p> <p>word-gap.pdf (oup.com.cn)</p>	

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investing in and increasing staff's own self-awareness of wellbeing and self-care strategies to help all individuals create and maintain a suitable and appropriate work-life balance.</p> <p>We will lead focussed CPD on staff wellbeing and introduce our newly created whole school wellbeing charter to enable clear and coherent communication channels.</p> <p>By ensuring all staff have a good level of well-being means they are in the best place to support all our pupils.</p>	<p>High emphasis on staff wellbeing led to positive outcomes in staff surveys with staff feeling that staff wellbeing was a priority of leaders. Independent reviews (OfSTED CPD research project, HIAS reports) verified this impact.</p>	<p>Wellbeing remains a focus and communication with all stakeholders remains clear.</p> <p>A focus on reporting to parents around what their children are learning and the impact this is having on their attainment, along with the next steps, were highlighted in the parent survey (Summer 2022) and will be trialled in maths and science before being rolled out further</p> <p>Regular wellbeing survey to ensure that practices are effective and reviewed where necessary</p>	<p>Parent survey 2023 indicates a higher percentage know what their child is doing and how well they are doing.</p> <p>A greater percentage of students (Target 68%) achieve basics 4+</p>	<p>Ofsted have produced a report and analysis of teacher well-being across different roles and settings as different aspects of occupational well-being are examined, such as workload, work-life balance, relationships with colleagues and pupils at work as well as with parents, financial security, stress, health, autonomy and career development.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936253/Teacher_wellbeing_report_110719F.pdf</p> <p>This report uses a mixed method design, combining quantitative and qualitative analysis, to arrive at findings. The main objective is to provide evidence-based recommendations for further action.</p>	<p>1, 2, 3</p>

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise the quality of education through professional growth of staff and the available NPQ qualifications.</p>	<p>7 staff began their NPQ in Spring 2022; NPQSL, NPQLBC, NPQLTD, NPQLT.</p>	<p>This work is to continue, with good practice shared regularly in Wednesday sharing good practice slots</p> <p>Access to the Great Teaching Toolkit (EBE), including their suite of courses, resources and student surveys https://toolkit.greatteaching.com/</p> <p>Scheduled CPD sessions retain focus around teaching & learning, particularly 'adaptive teaching'</p> <p>Joint SEND Project across the locality, focusing on SEND Support students and maximising the impact of TA's</p>	<p>School improvement projects to be confirmed by SLT to ensure it leads to whole school improvement</p> <p>Teachers continue to reflect on and evaluate their own practice as a cycle of continuous improvement.</p> <p>Teaching meets the needs of all students on the classroom.</p>	<p>In October 2021, the DfE confirmed funding for teachers and leaders at Warblington School to access NPQs for free. NPQLBC, NPQLTD and NPQLT listed are specialist NPQs and allow participants to focus on one of three specific areas of teaching practice. NPQSL is a leadership NPQ preparing participants for the step up to senior leadership. NPQs are flexibly delivered and have been designed to fit into busy teacher timetables. The structured delivery sees participants complete a programme induction before moving to the full programme, which is delivered across 3 or 4 cycles. https://i.emlfiles4.com/cmpdoc/8/8/5/3/2/2/files/24971_bpn---nov-21.png?</p>	<p>2, 5, 6, 7</p>

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving all staff's knowledge and understanding through 'Trauma Informed Practice' CPD ensures staff can use the suggested strategies and vocabulary to support students by modelling best practice.</p>	<p>Training from the Key to all staff saw an initial decline in the number of 'red cards' issued.</p> <p>Parents and students speak highly of the behaviour in surveys.</p>	<p>Work with the Behaviour Hub</p>	<p>Reduce the number of suspensions</p>	<p>A trauma informed school is one that is able to support children and teenagers who suffer with trauma and mental health problems and whose troubled behaviours act as a barrier to learning.</p> <p>https://www.traumainformedschools.co.uk/</p>	<p>1, 2, 3, 7</p>

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

£37,465.00

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who additional help to comprehend texts and address vocabulary gaps. Following the introduction of our whole school STAR time, small targeted intervention groups will start based on reading age data.</p>	<p>Implemented targeted intervention groups set up with LSAs focusing on bottom 15% of ARE students.</p> <p>STAR implemented to promote reading for pleasure.</p> <p>AHT strategies naturally promote reciprocal reading strategies – questioning, summarising, clarifying and predicting.</p> <p>ERS/HBN attended vocab and oracy course.</p> <p>ARE comprehension has improved:</p> <table border="1" data-bbox="445 1118 826 1251"> <thead> <tr> <th></th> <th>Sept 2021</th> <th>Sept 22</th> </tr> </thead> <tbody> <tr> <td>Year 9</td> <td>11.7 yrs</td> <td>13yrs</td> </tr> <tr> <td>Year 8</td> <td>11.6 yrs</td> <td>11.9yrs</td> </tr> <tr> <td>Year 7</td> <td></td> <td>11.6yrs</td> </tr> </tbody> </table> <p>Overall, 69% of all yr8/9 have made progress.</p>		Sept 2021	Sept 22	Year 9	11.7 yrs	13yrs	Year 8	11.6 yrs	11.9yrs	Year 7		11.6yrs	<p>Phonics group established to support all KS3 students under 8 years.</p> <p>Class readers to promote reading of high quality/varied texts and model good reading habits.</p> <p>CPD delivered on vocabulary and use of cards. Subject areas focussing on key words in schemes of work.</p> <p>Purchase a phonics programme.</p> <p>Regular testing carried out to track progress and prioritise those in need.</p>	<p>Improvement in ARE of students in phonics group – all students to progress and graduate from phonics programme.</p> <p>More disadvantaged students will engage with our recommended reads during STAR and as part of whole class readers.</p> <p>Understanding and use of key vocabulary carried over into written assessments. Subject areas to identify keywords in schemes of work.</p> <p>Testing will identify students with needs and appropriate interventions will be put in place.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan;</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>5, 7</p>
	Sept 2021	Sept 22															
Year 9	11.7 yrs	13yrs															
Year 8	11.6 yrs	11.9yrs															
Year 7		11.6yrs															

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>Guided reading activities have been implemented into all subject areas.</p>				
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Continue to train our LSA to work alongside EHCP and disadvantaged pupils inside and outside of the classroom to provide support. (MITA project)</p>	<p>The programme saw xxx students actively participate in the tutoring programme in 2021/22.</p> <p>Not all money was spent in 2021/22 due to the project starting late, and as a result £2100 was claimed back by the DfE.</p>	<p>This work will continue, and will continue to target those in year 11 initially, followed by year 10.</p> <p>Joint SEND project to include specific training for TA's around maximising effectiveness.</p>		<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one; One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups; Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5, 7

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
Hub mentoring				<p>Mentoring targeted at specific needs, academic and non-academic outcomes; attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Mentoring interventions are found to be more beneficial with disadvantaged pupils, due to the development of trusting relationships and can provide a different source of support.</p>	1, 2 3, 7
Provide CPD training to LSAs and staff working with LSAs to ensure maximal use.	<p>Acceleread and Accelewrite programmes purchased and LSAs trained. This is a computer based programme with text to speech software to improve reading, writing, spelling and listening skills of pupils who are experiencing literacy difficulties. This is achieved through structures phonics</p>	<p>LSA to receive training from the EEF and form part of whole school CPD focussing on high quality teaching and adaptive teaching.</p> <p>Joint SEND project focusing on maximising the effectiveness of TA's, including specific training based on</p>		<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one; One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	5

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>exercises over a period of time.</p> <p>Phonics programme purchase and seen some success with targeted groups.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</p> <p>Maximising the Impact of TA's</p>			
<p>Continue to engage with the governments scheme to provide disadvantaged pupils with laptops which started during the covid-19 lockdown.</p>	<p>Laptops have been distributed with them becoming common place in classrooms for those that need it most.</p>	<p>Upkeep of laptops and continual training continue to be a target. A IT support system has now been implemented to allow parents and students to communicate with IT support when required and the effectiveness will continue to be monitored. Upgrade of Wifi system to accommodate number of laptops on Wifi</p>	<p>Laptops are functional and are seen in lessons</p> <p>Homework rates increase amongst disadvantaged students. Where any student is in internal exclusion, work for the day is on laptops, and communication with teacher monitored.</p> <p>Lower 'drop-out' rates of internet</p>	<p>From September 2020 the DfE provided support to help disadvantaged children and young people who are otherwise unable to access remote education.</p> <p>https://get-help-with-tech.education.gov.uk/devices/about-the-offer</p>	<p>4</p>

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer disadvantaged pupils pair and group peripatetic music lessons.	<p>Uptake was low and was having an impact on student's attendance of lessons</p> <p>The school production saw 33% of the 'cast' being PP students.</p>	This has been temporarily paused unless a student is taking music at KS4.		Students interested and studying music into KS4 need to have access to peripatetic music lessons to develop the necessary skills to be able to perform at the required level.	4,7

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

Budgeted cost: £54,230.00

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get CPD training and time to develop and implement new procedures</p> <p>Attendance officer to work alongside Head of Years to lead tutors to take responsibility to improve attendance..</p>		<p>Engagement with the 5 Foundations of Effective Attendance Practice project from Jan 2023, joining a network of schools where attendance best practice and resources are shared and where attendance practices become embedded within the culture of the school</p> <p>Full time attendance officer in place to improve engagement with parents</p>	<p>Attendance levels of all groups of students increase, but with particular focus on reducing the gap between disadvantaged and non-disadvantaged. Identifying and early intervention for those students at risk of becoming PA.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1
<p>Contingency fund for acute issues.</p>				<p>Based on our own experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide costings for CPD training for Emotional Literacy Support Assistant (ELSA). The ELSA is designed to build the capacity of schools to support the emotional needs of their pupils within their own resources.</p>	<p>ELSA support trained and mental health lead trained as well as an additional member of the wellbeing team appointed and trained,</p>	<p>Rehousing of team to a better facility as the needs of the school increase. Continued training to ensure staff kept up to speed.</p>		<p>The ELSA course covers social skills, emotions, bereavements, social stories, therapeutic stories, anger management, self-esteem and counselling skills such as solution focus and friendship.</p> <p>http://www.hants.gov.uk/educationandlearning/educationalpsychologist/training/elsa</p>	<p>1, 2, 3, 7</p>
<p>Timetable all members of SLT to have one day a week as a 'duty day', ensuring they are on-call conducting learning walks so they pick up any behaviour issues or incidents so they are dealt with instantly and consistently whilst supporting all staff.</p>	<p>Behaviour seen in lessons has been much stronger: <i>"Behaviour seen throughout the day would align with the self evaluation, with the school being calm and orderly, with pupils following staff instructions with respect."</i> Hampshire Inspectorate and Advisory Service, March 2022</p>	<p>Duty day to continue, with additional support from our work with the DfE's behaviour Hub team (Action plan produced)</p>		<p>There is a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p> <p>The EEF guidance report is designed to support senior leaders in secondary to make better-informed decisions about their behaviour strategies. This includes practical examples of programmes and approaches..</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour</p>	<p>2, 3</p>

Activity 2021/22	Impact of 2021/22 activity	Activity 2022/23	Intended Impact of Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all students in year 10 with the opportunity to attend job interview day, a two week work experience with provided lunch and support them in college applications as well as attending college taster days and evenings.	All students took part and surveys from interviewers and year 10 were very good.	To continue with this work and offer to the new year 10.		A placement with an employer in which a young person carries out a range of tasks in much the same way as an employee, with the emphasis on learning from the experience. Work experience provides opportunities for learning about the skills, behaviours, careers, roles and structures that exist within a work place. https://www.ebpsouth.co.uk/work-experience	7

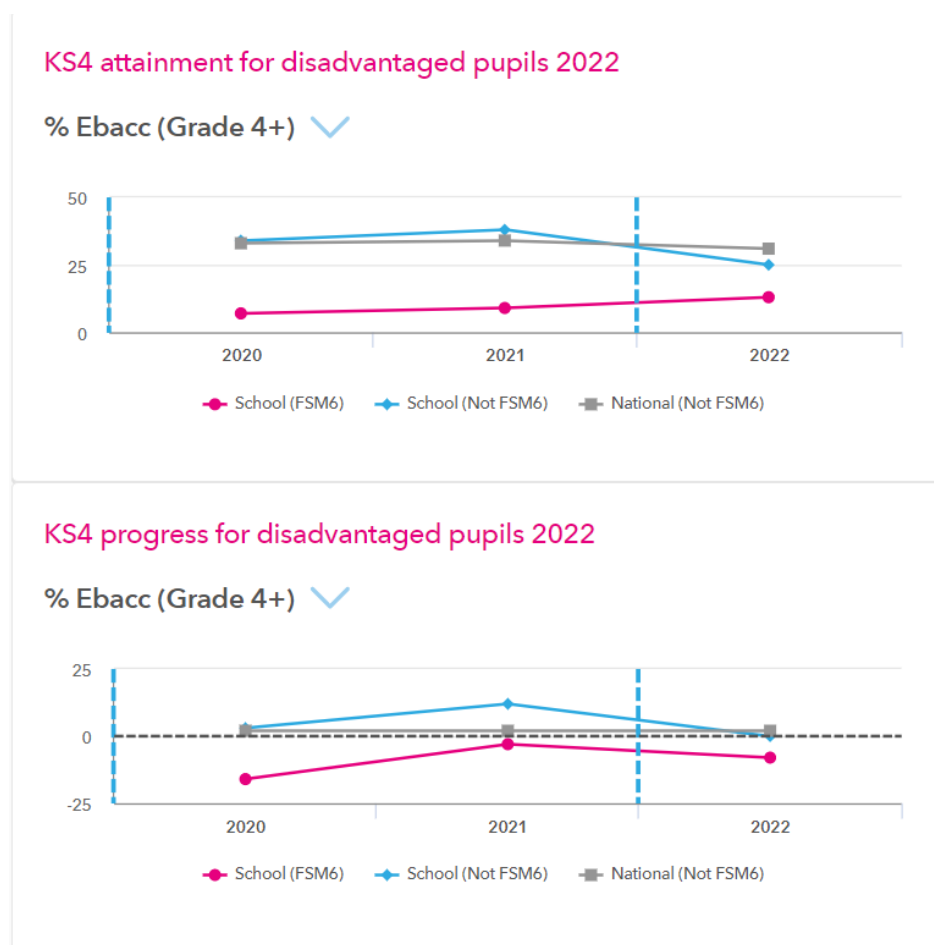
Total budgeted cost: £133,445.00

Part B: Review of outcomes since the start of the strategy

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during suggest that the performance of disadvantaged pupils was higher than in previous 3 years. Our progress for disadvantaged pupils in the EBACC was in line with the national non-disadvantaged. Please see graph below from FFT



Despite being on track at the start of the year, the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised, in part because of the attendance, an area again of focus, was hit due to the ongoing impact of Covid.

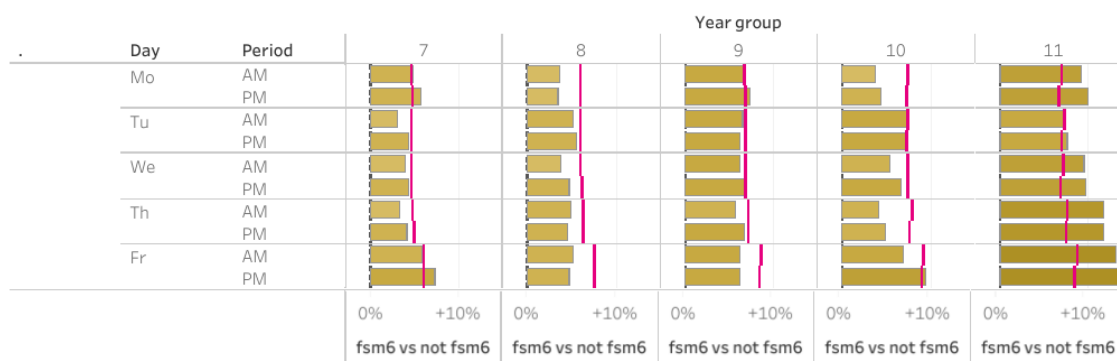
Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in

schools across the country, partial closures was most detrimental for our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance was lower than in the preceding 3 years, it was higher than the national average. At times, pupils were expected to attend school. Absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. On digging deeper, it would appear that the largest gap in attendance was with the KS4 students, particularly in year 11:

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	163	School	85.5%	89.6%	85.6%	85.2%	85.4%	80.2%
		FFT National	85.8%	89.0%	86.6%	84.9%	83.9%	83.5%
		Difference	-0.3%	+0.6%	-1.0%	+0.3%	+1.5%	-3.3%
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	422	School	91.8%	94.2%	90.3%	91.4%	91.7%	90.8%
		FFT National	92.1%	93.8%	92.8%	91.9%	91.4%	90.6%
		Difference	-0.3%	+0.5%	-2.5%	-0.5%	+0.3%	+0.2%

Percentage point difference in absence - fsm6 vs not fsm6 pupils - your school (all schools nationally)
 A positive number means fsm6 pupils' absence is higher than other pupils', on average



Absence includes authorised absences, unauthorised absences, and "X-coded" sessions
 Data from 03Sep'21 to 29Jul'22 (Year 11 data from 03Sep'21 to 27May'22)

It is therefore imperative that we maintain the work on the year groups currently in school to ensure their attendance increases and as a result attainment should follow.

Our assessments demonstrated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
Great Teaching Toolkit	Evidence Based Education

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Introducing metacognition and self-regulation approaches to teaching, to support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Extensive EEF evidence suggests very high impact for very low cost.
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss- one of the main drivers of pupil anxiety.
- Utilising support from our local Mental Health Support Team, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities, for example The Duke of Edinburgh Award, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implantation 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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order 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 look 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 a number of studies about the impact of the pandemic on disadvantaged pupils.

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.