

Pupil premium strategy statement – Martin High School

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	862
Proportion (%) of pupil premium eligible pupils	18% (154)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Nina Smith, Associate Headteacher
Pupil premium lead	Thomas Fitzjohn, Team Leader
Governor / Trustee lead	Ross Wickens, PP Link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,456
Recovery premium funding allocation this academic year	£40,964
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£188,420

Part A: Pupil premium strategy plan

Statement of intent

We want to ensure that disadvantaged learners have the support, motivation, and access to achieve in line with their non-disadvantaged peers. At Martin High School, disadvantaged learners are learners for whom extra barriers to education and development exist.

This strategy document lists, in order of significance, the challenges our disadvantaged learners face and details strategies to mitigate against these challenges. The strategy will be broken down into three broad strands: high quality teaching; targeted academic support; wider strategies.

The key principles of this strategy plan are that every member of our staff is responsible for the day-to-day learning experiences of disadvantaged pupils, as such the strategies are woven into other school strategies such as literacy, quality-first teaching, extra-curricular, etc. These strategies are measured for their effectiveness through regular reviews of impact.

As well as individual needs of students, our approach will respond to common challenges that we believe are preventing our disadvantaged students from attaining well. Some of these include:

- *Attendance*
- *Literacy and numeracy*
- *Expectations and aspirations*
- *Engagement and experiences*

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.</p>

2	Attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 3 - 10% lower than for non-disadvantaged pupils. 58 – 39.5% of disadvantaged pupils have been ‘persistently absent’ compared to 185 – 21.5% of their peers during the previous year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
3	Disadvantaged HAS learners do not achieve in line with all HAS non-disadvantaged learners.
4	Learners who are SEND K and disadvantaged make less progress than their peers.
5	Observations indicate there is some lack of aspiration amongst a greater proportion of our disadvantaged learners than our non-disadvantaged learners. This is more keenly seen at key stage 4, as they are accepted onto college courses at Level 2, requiring very little in terms of GCSE results. This limits the options immediately available to them at post-16.
6	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.
7	Observations suggest many disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
8	Over the last 3 years, it has been identified that disadvantaged learners have a greater than average proportion of FTE. They are also more likely to accrue behaviour points and consequences than their non-disadvantaged peers. This is more likely to lead to disruption in their learning.
9	The cost of living crisis means that separate suitable spaces to work with family supervision are not possible to maintain. This impacts on focus and quality of work when at home (revision, homework, research).

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
Raise the overall attainment and progress of disadvantaged learners so that it is more comparable with non-PP cohort	Progress data gap to be improved from 2022/23 (gap of - 0.65) and trending towards National figures.
Improve overall Progress 8 of MAP disadvantaged learners so that it is at least comparative to HAP and LAP peers	Progress of MAS disadvantaged learners in line or exceeding LAS disadvantaged/HAS disadvantaged

Improve overall attendance of all disadvantaged learners with a significant reduction in PA disadvantaged learners	Majority of disadvantaged learners to secure attendance within 3% of the school non-disadvantaged attendance figure.
All learners positively engage with intervention and support available to them	Intervention attendance by disadvantaged learners in on a par with attendance by non-disadvantaged learners.
All learners positively engage with a holistic offer including extra-curricular enrichment	Increased uptake as a result where disadvantaged ratios are indicative of our whole school proportion (18%)
All staff are aware of the barriers that disadvantaged learners face on an individual level, adapting their teaching to individual need	Staff provide support and opportunities to disadvantaged learners which lead to a reduction in the disadvantaged/non-disadvantaged gap, through quality-first teaching.
Increased opportunity for disadvantaged learners to have experiences related to: cultural capital; aspirations; careers; a university	Robust options and careers guidance in line with Gatsby benchmarks given for disadvantaged learners; opportunities assembly, STEM ambassador opportunities embedded into curriculum schemes. Work experience opportunities taken up in key stage 4 by disadvantaged learners in line with their non-disadvantaged peers.
Each disadvantaged learner will have an adult who will be their active champion	Barriers are identified and remedied by key adult. Weekly focus by year group. Paperwork returned and information that has been gathered is disseminated.
No disadvantaged learner to be a NEET or to receive a U in their 2024 GCSE results	100% of disadvantaged with grades 1 or above and in education, employment and training (2023/24)
Disadvantaged learners can articulate and demonstrate their own metacognitive understanding	Observations and student attainment will show that all students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process. Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects. They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual.

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: **£87,772**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure quality-first teaching (QFT) for all disadvantaged learners through clear staff and learner expectations. Focus this year on the essential 6.</p>	<p>Evidence (EEF) suggests the strongest impact on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom. Therefore, we need to ensure this is consistently at a high standard. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>Continue to ensure quality-first teaching (QFT) for all disadvantaged learners through clear staff and learner expectations. Focus this year on the essential 6.</p>
<p>QFT is underpinned by metacognitive approaches. Ensuring these are fully embedded within teaching pedagogy at the school (so that learners can articulate and demonstrate) – in particular the consistent strategic use of low-stakes retrieval, mid stakes formative assessment and high-stakes summative assessments.</p>	<p>The MHS essential 6 outlines key approaches which have a strong evidence base in fostering good pupil outcomes. https://www.learningscientists.org/downloadable-materials Evidence (EEF) suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>QFT is underpinned by metacognitive approaches. Ensuring these are fully embedded within teaching pedagogy at the school (so that learners can articulate and demonstrate) – in particular the consistent strategic use of low-stakes retrieval, mid stakes formative assessment and high-stakes summative assessments.</p>
<p>Continue to provide opportunities for high-quality CPD</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/effective-professional-development/EEFEfficient-Professional-Development-GuidanceReport.pdf</p>	<p>Continue to provide opportunities for high-quality CPD</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
sessions and materials	<p>Teacher professional development at Martin High is framed around the mechanisms of effective PD:</p> <ul style="list-style-type: none"> • Building knowledge • Motivating teachers • Developing teacher techniques • Embedding practice 	sessions and materials
Expectations of all learners are consistent and to the highest degree; ensure that LET schemes of work are consistently challenging throughout all subject areas and year groups. (QA of LET schemes of work)	<p>Evidence strongly suggests (e.g. ‘Making kids Cleverer’ – D Didau) that high expectations, consistency and a knowledge rich curriculum leads to improved outcomes for all learners, and in particular those from a disadvantaged background. Both whole-school and in terms of disadvantaged demographic.</p> <p>Research (the Education Hub) shows that teachers’ beliefs about their students and what they can achieve have a substantial impact on students’ learning and progress.</p>	Expectations of all learners are consistent and to the highest degree; ensure that LET schemes of work are consistently challenging throughout all subject areas and year groups. (QA of LET schemes of work)
Knowledge and diagnostic assessment for disadvantaged learners in all key group meetings.	<p>Evidence (EEF) suggests the strongest impact on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	Knowledge and diagnostic assessment for disadvantaged learners in all key group meetings.
<p>Tutor reading programme is running for the second year – reading now in 2 tutor times per week.</p> <p>Peer reading programme being launched at the beginning of October with year 10 learners supporting year 8 learners with their reading (the first 6 week cycle will prioritise disadvantaged learners that have</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>There is a growing body of evidence (cited in Clark and Rumbold, 2006) which illustrates the importance of reading for pleasure for both educational purposes as well as personal development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategiesEvidence (Clark 2011; Clark and Douglas 2011) suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment</p> <p>Reading enjoyment has been reported (OECD, 2002).as more important for children’s educational success than their family’s socio-economic status</p>	<p>Tutor reading programme is running for the second year – reading now in 2 tutor times per week.</p> <p>Peer reading programme being launched at the beginning of October with year 10 learners supporting year 8 learners with their reading (the first 6 week cycle will prioritise disadvantaged learners that have</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>scored poorly on their CATS test)</p> <p>RR is being used across English, humanities, science and computing which is a classroom strategy with the express purpose of encouraging learners to become confident talking about a text which will then lead to greater confidence with reading and writing.</p>	<p>Evidence (Clark and Rumbold, 2006) suggests that reading for pleasure is an activity that has emotional and social consequences</p> <p>Other benefits (Clark and Rumbold, 2006) to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge</p>	<p>scored poorly on their CATS test)</p> <p>RR is being used across English, humanities, science and computing which is a classroom strategy with the express purpose of encouraging learners to become confident talking about a text which will then lead to greater confidence with reading and writing.</p>

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

Budgeted cost: **£68,265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Graduate mentor provided in Maths, Science; HLTA in English.</p> <p>SLs to use these members of staff strategically to ensure that subject specialists are able to identify and remedy knowledge gaps with key learners (with a focus on disadvantaged)</p>	<p>Evidence (EEF) indicates that feedback, one to one tuition and small group tuition all have a positive impact on learner progress (between 4 and 8 months additional progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>In-house data also suggests that where targeted, bespoke interventions were put in place, increased progress was made by disadvantaged learners.</p>	<p>1 3 6</p>
<p>Two whole-school Y11 'Big Revise' events to ensure all disadvantaged learners are given bespoke sessions,</p>	<p>Attendance and progress/attainment strongly correlated – as demonstrated in a wide range of educational research and literature (EEF, DFE).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1 3 4 9</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
targeted directly to their needs (SISRA MLGs)		
Termly one-to-one meetings with all disadvantaged learners across the school year to ensure they are being challenged academically and supported pastorally (vital in identifying and addressing emerging barriers).	In continuation from 2022-23, disadvantaged learners will continue to develop a relationship with a senior lead over the year who will be an additional support, providing instant feedback and remedy to any potential barriers and to ensure increased holistic provision for all disadvantaged learners.	2 5 7 8 9
Prioritised careers guidance meetings to discuss aspirations and pathways.	Evidence suggests that disadvantaged and disadvantaged may require additional support in order to ensure parity of opportunities with their non-disadvantaged peers. Previous MySays have suggested that learners have not always felt confident in choosing options or in their careers guidance.	5 9
MyTutor sessions to be given to key disadvantaged learners across the course of the academic year. Primary focus this year will be on early identification and catch-up for underperforming disadvantaged learners.	Research (e.g. EEF toolkit) shows that bespoke, one-to-one [and one-to-three] tuition can have a moderate to high impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 3 4 6 9
The Chromebook offer is us providing a secure device to students for their life in school (Y7 to Y11).	School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap. This is because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced support from parents/carers compared with their peers (Parliament UK). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1 3 4 9
Direct instruction classes targeted based on CATs. This targeted intervention is carried out under the direction of the HoS for English and Maths, as well as the SENCO. Direct instruction is designed to enable pupils who	Evidence (TES & University of Oregon) shows that students who were taught using DI methods performed better in reading, maths and spelling than those who were not.	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>struggle with basic literacy and numeracy to catch up with their peers. It is a highly structured course that enables children to catch up rapidly enabling them to become proficient in reading, writing and basic mathematics. Students have to do an assessment to see the suitable direct instruction course for them.</p>		

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

Budgeted cost: **£29,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased guidance and information for disadvantaged parents.</p> <p>Disadvantaged Information Session overview sheet to be sent to all disadvantaged parents; summary statements of disadvantaged allocations remaining to be sent to parents termly.</p> <p>How-to guides sent out relating to supporting home study and sways shared linking to strategies and support share with parents.</p>	<p>When parents are aware of support and funding available, they are more likely to take up the offer of that support.</p>	<p>2 5 6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted use of online booking system for all APEs to ensure all disadvantaged parents are contacted and 80% of disadvantaged parents attend each APE.</p> <p>A follow-up phone call will be made to every PP learner who was not in attendance at APE and is not on target, by their class teacher.</p> <p>Opportunities assembly for all disadvantaged learners.</p>	<p>Evidence suggests that one key barrier to disadvantaged outcomes is parental engagement with the school. Increased focus and targeted phone calls home will ensure that more disadvantaged parents attend vital APE events, or where they cannot, key information regarding their child is disseminated.</p> <p>Prior to this system our disadvantaged vs non-disadvantaged parent attendance was as follows:</p> <p>Year 7 – 20% (PP); 73% (whole cohort)</p> <p>Year 8 – 53% (PP); 74% (whole cohort)</p> <p>Year 9 – 50% (PP); 72% (whole cohort)</p> <p>Year 10 – 58% (PP); 85% (whole cohort)</p> <p>Year 11 – 63% (PP); 75% (whole cohort)</p>	<p>1 3 4 9</p>
<p>Individual (£100) allocations provided to every disadvantaged learner to provide bespoke support.</p>	<p>Analysis by the education think-tank LKMco showed pupils in deprived areas struggle to afford the extra-curricular offerings that are on offer. https://schoolsweek.co.uk/costs-exclude-poorer-pupils-from-residential-school-trips/</p>	<p>1 3 4</p>
<p>The aspire hub is staffed with an individual that provides wellbeing and emotional support along with the pastoral lead.</p> <p>ELSA to be introduced in order to more effectively track disadvantaged learners who are referred to and access this service.</p>	<p>Last year many disadvantaged learners accessed the hub for a range of needs, including anger management and managing stress/anxiety. The hub has enabled many to attend school and develop resilient attitudes to learning.</p>	<p>3 4 7</p>
<p>Scholars 'Brilliant Club' – 24 PP / disadvantaged learners to be selected for aspirational programme.</p>	<p>Education Policy Institute (EPI) research shows that exposure to, and experience of, higher education institutions often has the impact of overcoming the gap that still exists between access of poorer and more affluent students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons bursary	Taken directly from the DfE's 'Importance of Music' report: "It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most"	5 7
Cycling Proficiency	With a cohort increasingly more geographically dispersed from the school site, and financial pressures of bus passes, along with the key skills involved in cycling proficiency, this is a key strategy in improving attendance, as well as improving accessibility to extra-curricular offers and after-school interventions, as well as improving home-school engagement. Research (Department of Health) shows that Physical activity can help play a role in preventing mental health problems and improve the quality of life of those experiencing it.	2 5
Pastoral Admin funded through pupil premium to coordinate strategies to address these attendance and positive parental engagement, and work with HOY/EN.	Attendance and progress/attainment strongly correlated – as demonstrated in a wide range of educational research and literature (EEF, DFE).	2
Pupil Premium Champion to raise profile of support, importance of attendance, and to champion academic aspiration (EN; CEAIG;	Education Policy Institute (EPI) research shows that exposure to, and experience of, higher education institutions often has the impact of overcoming the gap that still exists between access of poorer and more affluent students.	5

Total budgeted cost: £185,037

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

WWW

Quality-first teaching for all Premium learners – at the reviews (both trust and governor) learners were able to talk about what they were learning, which correlated with what was in their books.

The chromebook project successfully saw chromebooks issued to all our Y7 PP learners, as well as other PP learners in older year groups who found themselves without a computer to work on at home. Historically a mobile phone had been considered computer access – this is now not considered adequate and a chromebook was provided in these cases. This has included some additional SEN learners this year and the changes to school WiFi mean these devices now work in school as well as at home – giving learners access to support for their homework and online platforms, as well as being a vital research tool.

Metacognitive approaches are fully embedded with staff, within teaching pedagogy at the school – at the reviews (including trust, governor and QA) learners were able to talk confidently about modelling and retrieval practice, and why these helped them remember more, for longer.

Wellbeing is supported through PP conversations (a termly 1 to 1 for each pupil premium learner with an allocated member of SLT, or the pastoral team) which has ensured these learners are supported, provided with appropriate revision guides, and encouraged regularly in terms of their attendance, rewards points, aspirations, and other aspects of the holistic provision. Learners specifically mentioned it being useful to have ‘one person to go to or drop an email to’ if they need something or something wasn’t going right for them. The impact of which is that staff pre-empt and prompt learners to reflect on topics they struggle with, which is then flagged to their Head of Subject to intervene and support.

During the big revise, three times this last year, learners have been supported by staff in specific aspects of revision strategy and exam technique so that they are supported to effectively prepare for the examinations. Attendance to this initiative from PP learners was around 85%.

Disadvantaged learners work has been monitored more closely through a regular slot for a book look at the start of leadership meetings, drawing books from PP and non-PP learners has ensured SLT and Subject Leaders have regular access to work samples that focus on challenge, expectation and progress of PP learners’ books/folders in

comparison to non-PP learners. This has resulted in dialogue with staff to lead to continuous improvement.

The cycling proficiency opportunity was taken up by 14 learners in key stage 3, and feedback from pupils and parents was overwhelmingly positive, with some saying they would be interested in covering more skills again in future.

Parental engagement has been a focus, whereby every parent was provided a half-termly 'statement' of what funding had been used that half-term and how much was remaining, as well as containing examples of the kind of support the funding could be used for. This gave parents a regular reminder of the support available, as well as a direct prompt to get in touch with me to utilise it. Parents have said they feel more informed of support available, and know exactly who to communicate with and how to use the funding. On a similar thread, this year we have sent out a termly reminder of the criteria for eligibility for FSM and PP funding, for all parents who are not currently registered as either, to try to make sure where circumstances demand it, support is available quicker.

Rewards points are being issued in a proportion representational to the PP cohort. Meaning learners are no more or less likely to achieve reward points based on PP status. This continues to be driven with staff so they are aware of the context their rewards are being given in (including making staff aware of subgroups where they are maybe over- or under-represented).

The Scholars Programme run by the Brilliant Club saw 14 of our year 7s and 8s participate in, in addition to their school work and extra-curricular activities. The task set was aimed to challenge them and was for Key Stage above their own. All our learners gained high grades in their final assessments, we had 8 learners achieve 1st and 6 achieve 2:1. To celebrate their hard work their Graduation Ceremony was held at The Emmanuel College, University of Cambridge on Tuesday 4th July 2023.

Destinations after GCSE results for our outgoing Year 11 learners included 5 who intended to take up T levels, 10 who went on to undertake a BTEC course, 2 who wanted to start an apprenticeship, and 7 who planned to go on to do A level courses.

From each learners £100 allocation, £850 was spent on revision guides, £4,400 was spent on support for trips, and £500 was spent on equipment and stationery.

EBI

Tighter monitoring and regular measuring of impact by subject leads in lines meetings to ensure strategies are effective and suitably targeted has become more regular. A

copy of these minutes will be sent to TF to ensure good practice is shared, in addition to sharing information about strategies that have had particular impact.

Subject Leads to use members of support staff more strategically to ensure that subject specialists are able to identify and remedy knowledge gaps with key learners (with a focus on PP). This could flip the traditional model where the support staff takes the main group through a task and the class teacher works with a smaller identified sub-group so that deep knowledge is expertly crafted with the sub-group.

Three whole-school Y11 'Big Revise' events to ensure all PP learners are given bespoke sessions, targeted directly to their needs (SISRA MLGs) – pupil feedback on these was that they were useful, but a greater focus on option subjects was requested, and tighter scrutiny of the next data drop to track direct pupil attainment impact is required this year.

Attendance remains lower for PP learners than their peers. If we are to have the very highest expectations of our PP learners they should be attending in line with their non-PP peers. New strategies to be adopted this year include first morning of absence phone calls by the attendance officer to the PP PA learners from last academic year. Similarly, attendance data will be scrutinised weekly to identify larger group patterns of difference for year and tutor groups so more targeted interventions can be utilised such as guest spots in assemblies / tutor times / smaller group meetings and face-to-face conversations.

Behaviour points remain higher for PP learners than their peers. If we are to have the very highest expectations of our PP learners they should be receiving behaviour points in line with their non-PP peers. Key aspects of escalation, including specific subgroups where PP learners pick up more behaviour points will be shared more regularly with staff so that they are aware of potentials to prevent and de-escalate to teach the learners how these consequences can be avoided through pro-active planning and support.

Parental engagement remains an area of focus, particularly for key stage 4. We have made in-roads in terms of engagement and feedback from parents in key stage 3, but this needs embedding further at key stage 4 to ensure we are supported in strategies such as interventions, APEs and attendance. The new PP Champion UPS post will work with PP Lead and pastoral admin to ensure these parents are contacted positively where appropriate in terms of getting things right so they see the benefits of these support, and not just the less positive communications. This includes pro-active communications regarding interventions scheduled, interventions attended, priority APE bookings, and a dedicated PP email so they have a clear route of communication with school.

NEW STRATEGIES

Scholars Programme – Brilliant Club – this scheme ran pre-covid but the adjustments in covid meant some of the positive impact was lost. This is back running this year again giving Y7 and Y8 learners access to an aspirational university environment and university students in order to give them an experience of what it is like as well as to work on a dissertation-style project.

APE PP appointments last year included a follow-up conversation with the teacher over the phone, for any parents of PP who were not able to make an appointment. This will be continued but adapted so that when we have face-to-face APEs we also have an opportunity for PP parents to make PP appointments with their 1:1 linked member of staff (not just PP Lead so we are widening the access to that overview and support conversation beyond just one member of staff).

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
School led tutoring	Internal
1:3 near-age Tuition	MyTutor

Further information (optional)

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 utilised feedback from the Trust PP reviews.

We use the EEF's families of schools database to look at the performance of disadvantaged pupils in school similar to ours. We will be contacting schools with high-performing disadvantaged pupils to learn from their approach.

We look at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage. We are also looking at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably questioning and feedback given the scale of impact of these identified by the EEF Toolkit.

We use the EEF's implementation guidance to set out our plans, and have put in place a robust monitoring and evaluation framework for the duration of our three-year approach. This will help us to make adjustments, and quality improvement, to secure better outcomes for pupils over time.