

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Helsby High School
Number of pupils in school	1296
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	Wednesday 13 th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Martin Hill
Pupil premium lead	Amy Pritchard-Roberts and Ian Duffell
Governor / Trustee lead	Rob Allerston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 245,050
Recovery premium funding allocation this academic year	£60,996
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£306,046

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Helsby High School is that all students, irrespective of their socio-economic background, special educational need or other challenges they face, have a broad, balanced and enriching curriculum experience and make progress which is at the very least in-line with national expectations.

The aim of our pupil premium strategy is to support and guide disadvantaged students to realise the above goals. We will consider the circumstances of every individual student within our setting to ensure that our provision meets their needs, and is considerate of additional challenges experienced by vulnerable students and those with specific social, emotional and behavioural needs. The activities outlined in this strategy document are intended to support these students needs in particular.

At the centre of our strategy is ensuring our curriculum implementation has quality-first teaching through the lens of our disadvantaged students and their needs. Ensuring that our teachers have accurate assessments of students' starting points, particularly their literacy and reading ability, will ensure that the quality of education planning is inclusive and designed to prioritise the needs of disadvantaged students. The intention is that strategies to ensure the progress of disadvantaged students improve, also enhance the progress of their non-disadvantaged peers. It also prioritises students' learning and progress in English and Maths with the aim of its impact reaching beyond these subject areas into students' wider curriculum learning experience. To lead this strategy and ensure it is implemented effectively we have added leadership capacity to the Senior Leadership Team to develop and embed the curriculum implementation aspects of the Quality of Education School Development Plan. Our external Pupil Premium Review conducted in Spring 2022 highlighted that our academic and pastoral support for disadvantaged students was positive and having some impact beyond the classroom. However bigger impact on student progress could be gained by ensuring the curriculum implementation was tailored to prioritise and meet disadvantaged students' needs within the classroom environment.

Our targeted academic support utilises national strategies such as the School Led Tutoring Programme as part of the wider educational recovery plan for students most adversely affected by the Covid-19 pandemic and linked disruption to schools. It also aims to support the implementation of our whole school Reading Strategy to improve students reading for pleasure, disciplinary reading, widen students' vocabulary, thus enhancing their ability to access the curriculum.

Our wider strategies aim to address particular challenges such as attendance, mental health and well-being, and behaviour. These can often present more acute challenges

for disadvantaged students leading to a more significant impact on their attainment and progress compared to their peers.

Our aim is to firstly ensure our curriculum intent is ambitious for all students providing aspiration and challenge so all students can achieve success and valuing others. Secondly, we aim to ensure our curriculum implementation is adapted to meet the needs of our disadvantaged and SEND students to the benefit of all students. Thirdly, our aim is to use diagnostic academic and pastoral assessment evidence and methods to ensure our approaches are consistently applied for all students, with appropriate scaffolds of personalised support to meet the individual student's needs.

To ensure our strategies are effective we will:

- Ensure our staff CPD prioritises strategies to adapt the curriculum implementation to meet the needs of disadvantaged and SEND students.
- Ensure that all of our procedures and actions are planned with a 'disadvantaged first' approach so that there is collective ownership, responsibility and accountability for the attainment and progress of disadvantaged students.
- Plan targeted academic and pastoral interventions in a timely manner to maximise their effectiveness and impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>In 2018 our external examination data yielded an overall P8 figure of +0.26 with the progress of disadvantaged students of -0.43. The following year in 2019 our overall P8 figure fell to -0.01 with the progress of disadvantaged students also falling to -0.78. Closer inspection of the data revealed that the progress in English for disadvantaged students had regressed by -0.44 compared to -0.29 for their non-disadvantaged peers; and in Maths the progress of disadvantaged students had regressed by -0.56 compared to -0.17 for their non-disadvantaged peers.</p> <p>As we emerged from the pandemic and have updated data, our external examination data in 2022 yielded an overall P8 figure of +0.02 with the progress of disadvantaged students at -0.93. Closer inspection of the data revealed that the P8 for disadvantaged students was significantly below national in the English and Humanities elements.</p>

	<p>In 2023, our external examination data yielded an overall P8 figure of -0.02 with the progress of Pupil Premium students at -0.69 and disadvantaged students at -0.87.</p> <p>External and internal evidence indicates that this progress gap between disadvantaged students and non-disadvantaged students remains a challenge for all schools. English and Maths form the foundation of students' curriculum and progress in these areas can have an impact on student progress across other areas of the curriculum.</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of literacy and reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>From reading assessments conducted in September 2022: For GCSE Class 2027, 46% of FSM students and 38% of non-FSM students have a reading age that is below their chronological reading age. For GCSE Class 2026, 33% of disadvantaged students and 25% of non-disadvantaged students have a reading age that is below their chronological reading age. For GCSE Class 2025, 42% of disadvantaged students and 18% of non-disadvantaged students have a reading age that is below their chronological reading age.</p> <p>From reading assessments conducted in September 2023: For GCSE Class 2028, 38% of FSM students and 28% of non-FSM students have a reading age that is below their chronological reading age. For GCSE Class 2027, 42% of disadvantaged students and 20% of non-disadvantaged students have a reading age that is below their chronological reading age. For GCSE Class 2026, 31% of disadvantaged students and 20% of non-disadvantaged students have a reading age that is below their chronological reading age.</p>
3	<p>Our curriculum review processes including lesson observations, work scrutiny and student voice indicate that some students are experiencing difficulties in accessing the curriculum, most noticeably our disadvantaged and SEND students. This suggests that the curriculum implementation is not consistently effectively adapted in all areas of the curriculum to meet all students' needs. These findings are also supported by our external Pupil Premium Review as well as our recent Ofsted Inspection in July 2023.</p>
4	<p>Our assessments, observations and discussions with students and families suggest that the education and well-being of many of our disadvantaged students have been impacted by the ongoing lasting effects of the partial school closures during the Covid-19 pandemic to a greater extent than for other students. These findings are backed up by several national studies.</p>

5	Our observations suggest that many students, particularly those who are disadvantaged, found the lack of continuity to learning as a result of the partial school closures during the Covid-19 pandemic particularly challenging, and struggle to manage their behaviour to the changing structures and routines.
6	Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about the need to catch up lost learning and exams/future prospects, the lack of enrichment opportunities and social interactions with peers during the pandemic and its lasting effects. These challenges particularly affect disadvantaged students, including their attainment and progress.
7	<p>Overall absence for students in receipt of free school meals (12.6%) was in the highest 20% of all schools in 2018/2019 as well as in 2017/2018. Persistent absence for students in receipt of free school meals (46.3%) was in the highest 20% of all schools in 2018/2019 as well as in 2017/2018.</p> <p>It is evident that the challenges of attendance increased due to the disruption to learning as a result of the Covid-19 pandemic, more significantly with our disadvantaged students.</p> <p>Overall absence in autumn 2020 for pupils in receipt of free school meals (11.1%) was in the highest 20% of all schools.</p> <p>The rate of overall absence in 2021/2022 was 10.5% and was the highest 20% of schools with similar levels of deprivation.</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 outcomes for disadvantaged students across the curriculum with particular emphasis on English, Maths and other EBACC subjects.	Our overall EBACC entry has steadily increased since 2019. For GCSE Class 2019 our overall EBACC entry was 51%, with 57% for non-disadvantaged and 23% for disadvantaged students. For GCSE Class of 2025 we have entered 84% overall, with 90% for non-disadvantaged and 65% for disadvantaged students.

	<p>For GCSE Class 2019, the EBACC APS was 4.56 overall, with a score of 4.95 for non-disadvantaged compared to 2.83 for disadvantaged.</p> <p>For GCSE Class 2022, the EBACC APS was 4.72 overall, with a score of 5.02 for non-disadvantaged compared to 3.15 for disadvantaged.</p> <p>For GCSE Class 2023, the EBACC APS was 4.32 overall, with a score of 4.50 for non-disadvantaged compared to 3.13 for disadvantaged.</p> <p>Our intention is for this strategy is to maintain a high EBACC entry for to ensure all our students have access to a broad and balanced curriculum in-line with our school vision.</p>
<p>Improved reading comprehension and narrowing of the reading age gap for disadvantaged students, particularly across KS3.</p>	<p>GL Reading Assessment evidence demonstrate improved reading and literacy and a narrowing of the reading age gap for disadvantaged students compared to their non-disadvantaged peers. Teachers are able to effectively use students' reading age information as a planning tool to support students' learning and progress across the curriculum.</p>
<p>To minimise the attainment and progress gap between disadvantaged and non-disadvantaged students that has resulted from the disruption caused by the pandemic through effective recovery curriculum and catch-up planning and implementation.</p>	<p>Internal and external assessment evidence demonstrates that the progress of disadvantaged students improves across the curriculum, and is more in-line with their non-disadvantaged peers, particularly in Core and EBACC subject areas.</p>
<p>To achieve and sustain improved mental health, well-being and behaviour for all students, particularly those who are disadvantaged.</p>	<p>Sustained high levels of well-being and behaviour as demonstrated by:</p> <ul style="list-style-type: none"> • Quantitative data from lesson monitor scores on students' attitude towards learning and behaviour. • Qualitative data from Student Voice, Student Support Coordinator feedback, parental engagement and feedback, and teacher observations.

	<ul style="list-style-type: none"> • Improved participation and engagement with wider extra-curricular and enrichment opportunities, particularly among disadvantaged students.
<p>To achieve and sustain improved attendance and punctuality for all students, particularly those who are disadvantaged.</p>	<p>Sustained high attendance in 2023/2024 and beyond as demonstrated by increasing attendance and decreasing persistent absence for 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: £ [134,355]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an additional Quality of Education Deputy Headteacher to strategically lead the development of the curriculum intent and implementation across the school.</p>	<p>Research indicates that quality-first teaching has the biggest impact on student's progress, particularly for disadvantaged and SEND students. Adding leadership capacity to the Quality of Education priorities of the school will ensure adaptations to curriculum implementation to meet the needs of disadvantaged students and by extension all students will be embedded into classroom practice.</p>	<p>1,2,3,4</p>
<p>Purchase of standardised GL Reading Assessment tests.</p> <p>Training will be provided for teaching staff to ensure assessments are interpreted correctly and teachers understand how to adapt their classroom practice to support and enhance students' reading and literacy.</p>	<p>Standardised reading tests can provide reliable insights into students' reading ability and their areas of strength and development. This will ensure students receive the correct support through curriculum implementation support in lessons or additional intervention and support for their reading and literacy.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Enhancement of our English and Maths teaching and curriculum implementation.</p> <p>We will fund additional teaching groups within Year 7 to reduce class sizes and improve student-teacher ratio to</p>	<p>Reduced class sizes result in an increase in the one-to-one support and feedback that can be made available to disadvantaged students within lessons and thus improving quality first teaching.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ [76,982]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.</p> <p>We will fund a Catch-Up Coordinator to support the effective implementation of this tuition for students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Improving reading and literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund our whole school Reading Strategy that prioritises 3 areas: Reading for pleasure; disciplinary reading across the curriculum, and use of reading assessment data to inform curriculum implementation.</p>	<p>Reading comprehension strategies can have a positive impact on developing student' vocabulary as well as their ability to understand a text and thus access the curriculum.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2,3

<p>We will fund an additional teacher who has experience teaching KS2 to deliver small group interventions and support students whose reading and literacy is significantly below expectations. We will also fund an additional Learning Resource Centre staff member to support the effective implementation of these strategies.</p>		
<p>Developing metacognitive and self-regulation skills in Year 11 students.</p> <p>This will involve bespoke workshops provided by external providers and ongoing support for students throughout the year.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>4,6</p>

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

Budgeted cost: £ [94,709]

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>We will add leadership capacity to implement our whole school attendance strategies including leading our EWAO and attendance support team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4,5,6,7</p>

Providing a Summer School for disadvantaged students to aid their transition into secondary school.	Evidence suggests that summer schools can have a positive impact on students' progress when implemented with a combination of academic and extra-curricular enrichment opportunities. Summer schools EEF (educationendowmentfoundation.org.uk)	4,5,6
Providing resources for disadvantaged students to remove students' barriers to learning and engagement with school life.	Some evidence suggests that provision of resources including school uniform leads to improved student behaviour and support students' motivation and engagement with the school culture and community. School uniform EEF (educationendowmentfoundation.org.uk)	4,5,6,7
Providing support for disadvantaged students to increase engagement and participation with extra-curricular and enrichment activities.	Some evidence suggests that providing opportunities for enrichment and extra-curricular alongside an academic component can improve students' aspirations and student outcomes. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	4,5,6,7
Contingency fund for acute issues.	Based on our 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.	All

Total budgeted cost: £ [306,046]

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 2022 to 2023 academic year.

Our internal assessments during 2020-2021 indicated that the performance of disadvantaged students improved in KS4 over two years following 2019. However, whilst our internal process for awarding grades for this period was robust, we recognise that the absence of national external validation of data means that this does not provide the same reliability of evidence. Our internal assessments during 2020-2021 indicated that the performance of disadvantaged students in KS3 reflected the national picture, that the disruption due to Covid-19 has had a greater impact on the learning and progress of disadvantaged students. We used this information to form the basis of our long term Pupil Premium Strategy for 2021-2022 and 2022-2023.

Whilst some of the strategies from 2022-2023 have had a positive impact, others have not had as much impact as intended. This is evidenced from our external KS4 outcomes in summer 2022, summer 2023, as well as from the findings of our externally led Pupil Premium Review and Ofsted Inspection in July 2023.

Our external 2022 external examination data yielded an overall P8 figure of +0.02, with the progress of disadvantaged students at -0.93. Whilst this was not raised as statistically significant on our November 2022 Inspection Data Summary Report (IDSR), as a school we believe that more could be done to improve the progress of disadvantaged students and as such is our main whole school priority for improvement for 2022-2023 and beyond. The November 2022 IDSR indicated that the absence for disadvantaged students in autumn 2020 was in the highest 20% of all schools. The November 2023 IDSR indicated that the overall absence in 2021-2022 for all students was in the highest 20% of schools with similar levels of deprivation. Whilst there was nothing statistically significant about the absence of disadvantaged students in the November 2023 IDSR, attendance remained a whole school priority. We felt that our strategic work in attendance and pastoral support was developing, however needed more time to embed the new systems before we could see a demonstrable impact. We extended these strategies into the 2022-2023 academic year and are now seeing the quantitative improvements to our attendance as a result.

Our external Pupil Premium Review that was finalised in spring 2022 indicated that as a school we are maximising the academic and pastoral additionality of support for disadvantaged students and having some positive impact as a result. However, it also indicated that greater impact on the progress of disadvantaged students could be

achieved through a more effective adaptation of the curriculum implementation in lessons.

Our Ofsted Inspection in July 2023, whilst yielding a 'Good' judgement with many areas of strength, it did identify an area for improvement linked to the effectiveness of formative assessment strategies in lessons. This is to ensure all students build on their learning securely, and teachers provide learning opportunities that help students know and remember more.

As a result, we have adjusted our Pupil Premium Strategy for 2023-2024 slightly to take account of these findings. We feel that our strategy for the most part is sound and is having the desired impact, yet needs a longer period of time to embed into practice for us to see more demonstrable qualitative and quantitative impact.

The information that follows details the impact of the 2022-2023 Pupil Premium Strategy for each area of our work.

Impact of Teaching Strategies in 2022-2023 Pupil Premium Strategy

A significant proportion of our teaching strategy was devoted to the appointment of an additional Quality of Education Deputy Headteacher, to strategically lead the development of the curriculum intent and implementation across the school. The aim was to create sufficient capacity within the Senior Leadership Team to drive the improvements necessary in the quality of education, most significantly in the area of curriculum adaptation in its implementation to meet the needs of disadvantaged and SEND students. We have seen significant impact in this work as evidence by our external examination data as well as our recent Ofsted Inspection in July 2023. We have maintained a Progress 8 for KS4 that indicates overall our students make national expected progress. The progress of disadvantaged students has remained largely the same as in 2022; however, the wider pupil premium P8 has improved from -0.93 in 2022 to -0.69 in 2023. This has resulted from the leadership of focussed CPD and School Improvement Priorities centred on adaptations to implementation to meet all students' needs.

"Leaders accurately identify the needs of pupils with SEND. They routinely share information about pupils' needs with teachers. Leaders have ensured that staff receive the training they need to meet the needs of pupils with SEND. This enables pupils with SEND to learn alongside their peers and achieve well." (Ofsted July 2023)

Another strategy included the purchasing of GL Reading Assessments to provide diagnostic information regarding students' reading ages, decoding ability and reading comprehension skills. This information was provided to all teaching colleagues along

with focussed CPD, to support them in their curriculum implementation adaptations for students to ensure the materials used were accessible for all students.

We made use of a reduction in class sizes in Year 9 English and Maths by funding additional teaching groups thus improving the student-teacher ratio to aid quality first teaching. As we have adapted our KS3 curriculum and schemes of learning to take account of the recovery curriculum required for students as a result of the pandemic, there is insufficient student progress data to enable robust evaluations of the impact of this strategy. Some internal assessment evidence would indicate this has had a positive impact, however this improvement could be as a result of more consistent learning as a result of the return to more normal ways of working. As a result of analysis of student progress data and staff feedback, we have decided to re-deploy this strategy into Year 7 for 2023-2024. This is to provide more effective curriculum adaptation for students who start Year 7 having achieved significantly below the KS2 SAT score of 100 and thus would struggle to access the wider curriculum.

Impact of Targeted Academic Support Strategies in 2022-2023 Pupil Premium Strategy

A significant proportion of this strategy was devoted to the implementation of School Led Tutoring (SLT) as part of the National Tutoring Programme. We offered the maximum tutoring allowance as per our allocated SLT fund and subsidised this with a recovery premium. We prioritised our disadvantaged students in the SLT offer and supported student's attendance by subsidising transport costs where required. The information below captures the impact of this SLT offer that was delivered in 2022-2023. Each block of tuition was for 15 hours of a subject.

- For GCSE Class 2023 (Year 11), we delivered 3 subjects: English, Maths and Science. Within this offer there were 139 blocks of tuition of which 54 were for disadvantaged students. The table below indicates the percentage of students whose predicted progress maintained or improved from the assessment period before tuition to that after the tuition:

Subject	% of students (ALL)	% of students (PP)
English	71	63
Maths	79	75
Science	77	69

- For GCSE Class 2024 (Year 10), we offered tutoring for English and Maths. Within this offer there were 14 blocks of tuition which 7 were for disadvantaged students. When comparing students' progress from the Spring of Year 10 to the

Summer of Year 10, 71% of students' progress had maintained or improved their Predicted Grades overall, with this figure equalling 50% for the disadvantaged cohort.

- For GCSE Class 2027 (Year 7), we offered tutoring for English and Maths. Within this offer there were 35 student blocks of tuition which 20 were for disadvantaged students. The table below indicates the percentage of students that attended the tutoring sessions who at least met their expected end of year progress target:

Subject	% of students (ALL)	% of students (PP)
English	81	80
Maths	87	90

Whilst the above information captures the quantitative impact of this SLT strategy, there was also a significant qualitative impact from this strategy. This strategy was coordinated by an in-school Catch-Up Coordinator who led this work liaising with the SLT providers, students and their parents/carers. This has resulted in improved engagement with parents/carers and the school of those involved, improved students attitude towards learning, confidence and overall engagement with school life.

In addition to the SLT strategy, we provided targeted support for students reading and literacy. Research suggests that students' vocabulary and reading ability has a profound impact on their ability to access the curriculum and thus their academic progress. We have expanded our original strategy to devise a whole school Literacy and Reading Strategy. This work was developed in 2021-2022, and implemented in 2022-2023.

Our Whole school Reading Strategy prioritised 3 areas: Reading for pleasure, disciplinary reading across the curriculum, and use of reading assessment data to inform curriculum implementation. To support the implementation of this strategy we funded an additional teacher who has experience in teaching KS2 to deliver small group interventions and support students whose reading and literacy is significantly below expectations. We also funded an additional Learning Resource Centre staff member to support the effective implementation reading for pleasure and the promotion of reading and literacy across the school.

In 2022-2023, we focussed these strategies in KS3 and have evidence to suggest that these strategies are having a positive impact on students' reading, literacy and ability to access the curriculum.

Upon analysis of from the GL Reading assess we found the following positive impacts on students' reading:

Cohort	% of FSM reading below chronological age		% of non-FSM reading below chronological age	
	2022	2023	2022	2023
GCSE Class 2027	46	42	38	20
GCSE Class 2026	33	25	31	20

In the academic year 2022-2023, all KS3 students were assessed using the NGRT standardised reading assessment in September and then again in June. The information below indicates the progress of students between these two assessment points.

All Students

Year Group	Much Higher	Higher	Expected	Lower	Much Lower
Year 7	5.6	11.2	67.0	8.6	7.7
Year 8	4.8	16.4	56.6	12.2	10.1
Year 9	4.4	13.7	61.2	10.4	10.4

FSM Students

Year Group	Much Higher	Higher	Expected	Lower	Much Lower
Year 7	9.5	14.3	52.3	14.3	9.5
Year 8	3.0	9.1	66.7	15.2	6.1
Year 9	5.9	5.9	52.9	8.8	26.5

Non-FSM Students

Year Group	Much Higher	Higher	Expected	Lower	Much Lower
Year 7	47.1	10.5	70.2	7.3	7.3
Year 8	5.1	17.9	54.5	11.5	10.9
Year 9	4.0	16.5	67.6	11.5	7.2

Taking all of this quantitative analysis into account, there has been an improvement in the percentage of students whose reading is above their chronological age. In addition, 83.7%, 77.7% and 79.2% of students overall have made at least expected progress overall in Year 7, Year 8 and Year 9 respectively; with 76.2%, 78.7% and 64.7% for FSM students in these same year groups. Whilst this does provide some quantitative evidence of impact, it also highlights further areas for improvement. Our recent Ofsted inspection recognised the work we as a school have done to prioritise reading, particularly developing students' vocabulary across the curriculum. However, it recognised that more targeted support is required for our weakest readers so that they can catch-up and have full access to the curriculum. This will be a priority for this strategy in 2023-204 and led through the Quality of Education School Development Plan.

We also provided targeted academic support for GCSE Class 2022 and GCSE Class 2023 when in Year 11 to develop their metacognitive and self-regulation skills. This included funding workshops led by external providers and resources to develop and aid students' independent study. These had a positive impact as evidenced by our external GCSE outcomes from summer 2022, with an overall P8 figure of +0.02 as well as the fact that 100% of our cohort achieved at least 4 GCSE or Level 2 qualifications in 2022. For this reason, we continued to implement this strategy in 2022-2023. Our GCSE Outcomes for summer 2023 yielded an overall P8 figure of -0.02 and we continued to support and engage 100% of our cohort with their qualifications in 2023. This is an increasing challenge moving forwards as upcoming Year 11 cohorts are those that were most impacted during their transition years in secondary school as a result of the pandemic. As such we will continue to utilise this strategy in 2023-2024 to ensure all students are equipped with support for their independent study and study skills techniques.

Impact of Wider Strategies in 2022-2023 Pupil Premium Strategy

It has been nationally recognised that the attendance of students, particularly vulnerable students, following the pandemic remains a real challenge for all schools. One of our wider strategies for the pupil premium fund in 2021-2022 and 2022-2023 was to fund additional support staff in our Attendance and Pastoral Student Support teams. The additional staff in our Attendance Team has allowed us as a school to develop more robust attendance and truancy mechanisms. Our additional staff in our Pastoral Student Support Team has allowed us to create a Learning Resource Centre to support students whose mental health and well-being is such that they require bespoke arrangements to facilitate their learning. Our attendance for 2021-2022 was 89.0% and 80.0% for students in receipt of FSM. The national attendance figures for this same academic year was 89.7% for overall and 84.9% for students in receipt of FSM. Our attendance for 2022-2023 was 90.8% and 81.5% for students in receipt of FSM. The national attendance figures for this same academic year was 90.7% for

overall and 85.3% for students in receipt of FSM. Thus, we have begun to see the impact of this strategic approach to attendance and pastoral support for students, with the overall attendance and FSM attendance improving upon the previous year, the former above the national figure. As such will continue to implement and further develop this strategy in the new academic year.

Another wider strategy we deployed was a summer school for our new Year 7 intake ahead of them starting their secondary school journey. We liaised with our partner primary schools to invite our vulnerable students to attend this summer school to enable them to become more familiar with some key staff to aid their transition into Year 7. This provision was in place in both summer 2022 and summer 2023. It is difficult to quantify the impact of this summer school in terms of the students' attendance to school, as it is unclear as to whether or not this would have remained unchanged as a result of this support. Nevertheless, the qualitative feedback from students, parents/carers and staff was positive, and the students involved have successfully engaged with the curriculum and started their secondary school journey.

Finally, we devoted some of our pupil premium fund to support disadvantaged students in terms of providing extra support for enrichment and resources to aid their independent study. We believe it is important to remove barriers to learning and opportunities for all students, particularly those who are disadvantaged and so will continue to offer this support in 2023-2024.

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