

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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	The Deanes
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was first published	December 2021
Date on which this statement was updated	December 2022
Date on which the updated statement will be reviewed	July 2023
Statement authorised by	Desi McKeown, Headteacher
Pupil premium lead	Kelly Corp, Deputy Headteacher
Governor / Trustee lead	Becky Welton, Trust Appointed Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163, 018
Recovery premium funding allocation this academic year	£49,542
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
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	£222,560

Part A: Pupil premium strategy plan

Statement of intent

At The Deanes, our Promises outline our commitment to ensuring that all members of our school community make good progress and achieve their goals. We recognise the strengths and needs of each of our students as individuals and continue to have consistently high expectations and standards for all groups of learners. We have a shared moral purpose and shared ambition to provide the high quality teaching and opportunities needed for all students to achieve their potential.

At The Deanes, we understand the potential barriers to progress for disadvantaged students and are dedicated to 'closing the gap' between their progress and attainment and that of their peers, both within school and nationally. The focus of our pupil premium strategy is to support disadvantaged students to achieve across the curriculum, including those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support (including literacy and numeracy). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 Academic Mentoring and the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the 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 students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy skills on entry to Year 7 are lower than national, impeding progress across the curriculum and limiting outcomes at KS4.
2	Lower rates of attendance amongst disadvantaged students is a significant barrier to their progress.
3	A high proportion of disadvantaged students also have SEND. In our current school cohort, 25.9% of disadvantaged students have SEND; 7.7% of disadvantaged students have an EHCP.
4	Mid-year admissions, particularly at Key Stage 4, have experienced gaps in their learning which further compounds their disadvantage and slows progress.
5	Some students, including disadvantaged students, require additional emotional and behavioural support in order to fully engage with their learning. PASS data indicates that some disadvantaged students have a low Self-Perception as learners. Scores for Attitudes to Attendance and Preparedness for Learning are lower than for their non-disadvantaged peers.
6	Some disadvantaged students do not have the same access to wider cultural experiences as their peers. Experiences provided by the school are being re-established since being restricted by Covid-19.
7	Some disadvantaged students do not have access to resources to support their learning. This can limit their participation in lesson activities and home learning.

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 progress and attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects.	<ul style="list-style-type: none"> ● In-school gap in the A8 and P8 measures between Deanes' disadvantaged and non-disadvantaged students is closed. ● Trend in attainment for disadvantaged students indicates on track to meet that of non-disadvantaged students nationally.
To improve core literacy and numeracy skills of disadvantaged students so that their progress across the curriculum is accelerated.	<ul style="list-style-type: none"> ● Lesson observation and book sampling indicates that teaching staff are deploying whole school strategic reading strategies in lessons. ● KS3 GL Assessment data indicates that identified gaps in literacy and numeracy are reduced for all students (including disadvantaged) compared to students nationally. ● Reading age data (NGRT and Lexia) indicates improved comprehension skills for all students, including disadvantaged students. ● Assessment data at KS3 indicates that disadvantaged students' progress is in line with non-disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> ● Attendance of disadvantaged students is in line with the national average. ● Persistent absenteeism is minimised and in line with non-disadvantaged students.
To ensure the implementation of the curriculum matches our ambitious intent for students with SEND.	<ul style="list-style-type: none"> ● Improved teacher awareness of effective strategies to support learners with SEND is developed through CPD. ● Teachers make effective use of Pupil Premium profiles and redesigned I&S documents and are aware of effective strategies to support their students. ● Lesson observations and book looks indicate that teachers are adaptive in their teaching.

	<ul style="list-style-type: none"> ● Lesson observation and student voice indicates that teachers make use of effective strategies to support the progress of students with SEND. ● Assessment data indicates that the progress of students with SEND (including disadvantaged) is increased and at least in line with expected progress.
<p>Students requiring additional emotional and behavioural support (including some disadvantaged students) will continue to be well supported in order to fully engage with their learning.</p>	<ul style="list-style-type: none"> ● A high standard of student conduct is evident in behaviour data. Students' attitudes to learning are positive (PASS data, STAGs); the number of incidents are reduced for disadvantaged students and in-line with their non-disadvantaged peers (Call Out and Seclusion data). ● Interventions put in place ensure that students, including the most vulnerable, are supported to make progress (progress and attendance data).
<p>Disadvantaged students have access to the support and resources needed to fully access the curriculum, including during periods of partial closure.</p>	<p>Sustained high levels of engagement demonstrated by:</p> <ul style="list-style-type: none"> ● Teacher reports and class observations ● Student voice and parent surveys ● Attendance to Homework Club and homework completion rates <p>Extensive opportunities to enhance students' Cultural Capital:</p> <ul style="list-style-type: none"> ● Participation in a broad range of 'Challenger' activities ● Participation in extra-curricular activities.

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of GL standardised diagnostic assessments (PT, NGRT and PASS).</p>	<p>EEF:</p> <p>The examination of what could be hindering disadvantaged students' attainment will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance.</p> <p>Pupil_Premium_Guide_Apr_2022_1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Diagnostic_Assessment_Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Data from these tests is used to ensure that students receive the correct additional support either through intervention, teacher instruction or adaptations to the curriculum.</p>	<p>1-5</p>
<p>On-going updates to Pupil Premium Profiles so that teachers are aware of individual barriers and strategies to support disadvantaged students.</p>	<p>John Dunford: Identification of the main barriers to learning for PP-eligible students.</p> <p>NFER: More successful schools view each student as an individual, each with their own challenges, talents and interests</p> <p>EEF: Build an on-going, holistic understanding of your pupils and their needs</p> <p>EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 - 7</p>

<p>Whole school CPD programme targets identified areas for development – Adaptive Teaching.</p>	<p>EEF: Adapting planning prior to the lesson and adjusting practice during the lesson is essential for High Quality teaching.</p> <p>Ensure all pupils have access to High Quality teaching. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</p> <p>Feedback Very high impact for very low cost based on extensive evidence</p>	<p>1, 3,4,5</p>
<p>Whole school CPD to develop effective teacher modelling - supports scaffolding & metacognition</p>	<p>EEF: Metacognition and self-regulation Very high impact for very low cost based on extensive evidence. Scaffolding is an effective strategy to support learners with SEND. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</p>	<p>1,3,5</p>
<p>Whole school CPD targets identified areas for development – Maximising Opportunities to Learn.</p>	<p>EEF: Consistency and coherence at a whole-school level are paramount. Effective classroom management can reduce challenging behaviour, pupil disengagement. Improving Behaviour in Schools EEF Creating a positive and supportive environment for all pupils, without exception EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</p>	<p>3, 5</p>
<p>Embed whole school strategies to support the development of students' literacy skills. On-curriculum development,</p>	<p>EEF: Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Teachers should prioritise teaching Tier 2 and Tier 3 vocabulary, which students are unlikely to encounter in everyday speech. Improving Literacy in Secondary Schools EEF</p>	<p>1, 3, 4, 5</p>

<p>including opportunities to encourage wider reading and explicit vocabulary instruction.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance including Maths Mastery training and support from consultant.</p>	<p>1 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. 2 Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5</p>
<p>On-going development of whole school approach to homework.</p>	<p>EEF: High impact for very low cost based on very limited evidence</p>	<p>1, 4, 6, 7</p>
<p>Departmental bidding process for funded curriculum enhancement and subject association membership.</p>	<p>EEF: Technology and other resources focussed on supporting high quality teaching and learning</p>	<p>1, 7</p>

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

Budgeted cost: £116,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Primary teacher employed to support the transition of Year 7 students working significantly below Key Stage 2 expectations.	<p>EEF</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 3, 5
Specialist reading teacher employed to provide targeted intervention to students in KS3.	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3
Academic mentors employed to provide targeted literacy and English intervention for students in Key Stage 3 and 4.	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Introduction of Bedrock Learning programme in Year 7 and 8 to support students' vocabulary acquisition. The programme is adaptive to the needs of individual students, helping to grow and reinforce their vocabulary and reading skills by combining explicit	<p>EEF:</p> <p>Reading comprehension strategies - very high impact for very low cost based on extensive evidence.</p> <p>Teachers should prioritise teaching Tier 2 and Tier 3 vocabulary, which students are unlikely to encounter in everyday speech.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1, 3

vocabulary instruction and comprehension exercises.		
Academic mentor deployed to enhance the delivery of the Lexia PowerUp Literacy programme to targeted students. This computer based programme is adaptive to students' needs and targets three key areas: word study, grammar and comprehension. Lexia licence renewed.	EEF: Phonics (Lexia Core5 KS1) High impact for very low cost based on very extensive evidence ESSA (Lexia PowerUp) PowerUp-Research-Brief-Supporting-Struggling-and-Non-Proficient-Middle-School-Readers-with-the-Lexia®-PowerUp-Literacy®-Program.pdf (lexiauk.co.uk)	1, 3
Learning Support Assistants deployed in class and to deliver interventions.	EEF: Moderate impact for moderate cost based on moderate evidence	1, 3, 5
KS3 and KS4 Homework clubs with access to computers and LSA support.	EEF: High impact for very low cost based on very limited evidence	3, 6, 7
On-line tutoring via National Tutoring Programme provided for identified KS4 students in English and/or Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 4
Year 11 Core intervention for targeted students (including disadvantaged).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 4
Funding for the Brilliant Club's Scholar's Programme (previously funded by Make Happen). The programme provides targeted	DfE: Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Pupil premium: overview - GOV.UK (www.gov.uk)	

academic support and cultural capital for academically able disadvantaged students. The programme develops the key lateral thinking skills key to academic learning and offers students an insight into a university education.	The Brilliant Club has been cited by Ofsted as an ' effective use of pupil premium funding ' through The Scholars Programme.	
Revision guides and materials provided to all Disadvantaged students in KS4		4, 6

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going use of Aquinas to support the close monitoring and follow up of attendance concerns.	John Dunford: Attendance barriers addressed as a priority for PP-eligible pupils. DfE Framework for Securing Full Attendance	2
On-going provision of universal Breakfast Club.	EEF: Universal free breakfast clubs can contribute to increased attendance, an enhanced sense of well-being, improved behaviour for learning and consequently improved outcomes. DfE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation	2, 5, 8
On-going development and resourcing of 'Challenger' Lessons to ensure that all disadvantaged students have	EEF: All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	6, 7, 8

<p>opportunities to engage in a range of Character Development activities.</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation +3 months (Moderate impact for very low cost based on moderate evidence)</p> <p>Aspiration interventions (Unclear impact for very low cost based on insufficient evidence)</p> <p>Outdoor adventure learning (Unclear impact for moderate cost based on insufficient evidence)</p>	
<p>Re-establishing a wide range of high-quality extracurricular activities. Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>EEF: All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation +3 months (Moderate impact for very low cost based on moderate evidence)</p> <p>Aspiration interventions (Unclear impact for very low cost based on insufficient evidence)</p> <p>Outdoor adventure learning (Unclear impact for moderate cost based on insufficient evidence)</p>	6, 7, 8
<p>Implementation of an explicit Behaviour Curriculum.</p>	<p>EEF: Teaching learning behaviours will reduce the need to manage misbehaviour</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p>	5
<p>Continued use of the new Pastoral Support structure introduced last year to support the monitoring of</p>	<p>EEF: Behaviour Interventions +3 months (Moderate impact for moderate cost)</p>	5

behaviour data and proactive implementation of appropriate intervention.		
<i>Strengthening Minds</i> Anger Management and/or Self Esteem Programme for identified students.	EEF: Social and emotional learning +4 months (Moderate impact for very low cost based on very limited evidence)	5
Small amount of funding reserved to support learners to attend and achieve.	EEF: School uniform Unclear impact for very low cost based on insufficient evidence	1, 2, 8

Total budgeted cost: £178,956

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 students in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

Outcomes for students completing exams in 2022 are summarised in the table below:

	Progress 8	Attainment 8	5+ En/Ma (%)	Ebacc entry (%)
PPG Deanes	-0.98 (↑ 0.27)	30.8 (↑ 2.7)	23 (↑ 20)	13 (↑ 13)
PPG National	-0.55	37.5	29.5	26.9
Non-PPG National	-0.15	52.6	57	42.9

For 2022, the Progress 8 score for our disadvantaged pupils was -0.98. For Attainment 8 it was 30.8. These figures are an increase on outcomes from 2019 (the last year of externally assessed exams) and indicate a return to the pre-pandemic three-year trend of improving outcomes for our disadvantaged students. This is particularly encouraging as the cohort had lower starting points and target grades than disadvantaged students in 2019 (A8 36.46 compared to 39.15 in 2019). In addition, there has been a 20% increase in disadvantaged students achieving a Grade 5 and above in both English and Maths. It is worth noting that with the additional two students disapplied, the Attainment 8 figure would be 32.90 and Progress 8 would be -0.80

Despite this, the DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

In contrast to the widening gap between the progress and attainment of disadvantaged and non-disadvantaged students nationally since the pandemic, the disadvantaged gap at The Deanes has narrowed; the Progress 8 gap has reduced by 0.27 and the Attainment 8 gap has declined by 0.95 (1.5 increase nationally). Nevertheless, the

overall progress and attainment of the school's disadvantaged students in 2021/22 was below our expectations.

Our analysis suggests that a significant factor is the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students. Absence from school due to illness resulted in lower attendance figures for Year 11 disadvantaged students nationally (83.5%) and for Year 11 disadvantaged students at The Deanes (81.9%). A further consideration is the impact of Mid Term Admissions; 35% of the disadvantaged cohort joined the school in Key Stage 4 and have experienced gaps in their learning which further compounds their disadvantage and slows progress.

Internal assessment indicates continued improvement in the attainment and progress of disadvantaged students, particularly at Key Stage 3. Using GL Assessment's Progress Test Series, we have been able to track year-on-year progress in core subjects since students completed baseline tests (for Year 9 the baseline is Summer 2021). As shown in the table below, the mean SAS for disadvantaged students has increased in English (Year 9) and Maths (Year 8 and 9). For disadvantaged students in Year 9, GCSE indicators at both Grade 4+ and 5+ have increased in English and Maths, most significantly a 31.5% increase in Grade 5+ in English. GCSE indicators for disadvantaged students in Year 8 have declined slightly with the exception of 4+ English where there has been an 11.9% increase.

GL Progress Tests	English						Maths					
	Mean SAS		4+ GCSE indicator		5+ GCSE indicator		Mean SAS		4+ GCSE indicator		5+ GCSE indicator	
Autumn 22	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap
Cohort	94.8	-2.5	68	-10.3	36	-12	97.3	+2.9	64	+14	48	+16.1
Year 7	88.5 (↓ 2.63)	-1.5	55.9 (↑ 11.9)	+0.3	17.6 (↓ 1.4)	-10.2	89.2 (↑ 4.7)	-1.2	29.4 (↓ 7.6)	-8.8	17.6 (↓ 3.4)	-9.4
Year 8	89.1 (↑ 3.42)	-9.7	48.5 (↑ 2.5)	-26.5	42.5 (↑ 31.5)	-12.5	89.3 (↑ 3.3)	-6.3	38.7 (↑ 10.7)	-23	12.9 (↑ 5.9)	-30.4

GL Assessment's Progress Test data also indicates that the overall gap between attainment of disadvantaged and non-disadvantaged students narrows lower down the Key Stage. Despite improvements across all indicators in Year 9, there are significant gaps in between the SAS scores and GCSE indicators for disadvantaged and non-disadvantaged students in English (Grade 4+) and Maths (Grades 4+ and 5+). In contrast, the gaps between the English and Maths SAS scores for disadvantaged and non-disadvantaged students in Year 8 are minimal and gaps at GCSE are reduced. Baseline data for Year 7 indicates that disadvantaged students have a slightly higher SAS score for Maths than non-disadvantaged students and consequently are projected

to outperform their peers at Grade 4+ and 5+. The data also indicates the reverse for English; a lower SAS score and GCSE indicators.

As part of a tiered approach to the development of students' skills as readers, all staff engaged in half termly whole school CPD on the most effective strategies to implement in the classroom and how to embed opportunities for reading into curriculum plans. All students in Year 7 and 8 participated in a weekly Accelerated Reader lesson, with targeted students extracted to work in small groups with a specialist reading teacher or participating in Lexia sessions. For this academic year we have reviewed and updated our approach, including the introduction of Bedrock Learning in place of Accelerated Reader.

NGRT Autumn 22	Mean SAS		Overall stanine		Progress		
	PPG	Gap	PPG	Gap	Expected	Higher than expected	Much higher than expected
Year 7	96.6	-6.4	4.53	-0.85	-	-	-
Year 8	94.6 (↑ 2.6)	-3.14	4.26	-0.4	42.3	11.5	19.2
Year 9	94.7 (↑ 4.7)	-8.46	4.37	-1.09	63.6	4.5	18.25

As shown in the table above, GL NGRT data for Autumn 2022 indicates that the majority of disadvantaged students in Year 8 and 9 are making at least expected progress in reading when comparing their scores to test data from Summer 2022. In Year 9, 22.75% of disadvantaged students are making 'Higher/Much Higher than Expected' progress; in Year 8 this figure increases to 30.7%. Between the two test periods, average Reading SAS scores have increased for Year 8 and Year 9 by 2.6 and 4.7 respectively. Despite these improvements, overall mean SAS scores for disadvantaged students remain below national average and gaps persist between our disadvantaged and non-disadvantaged students.

The overall impact of last year's targeted reading intervention for students requiring additional support with a Specialist Reading teacher is summarised below. Individual students experienced success in specific components of reading.

Year 7 Reading Intervention 18 students (6 Disadvantaged, 8 SEND)		
	Reading SAS	Reading Stanine
Baseline	81.8	2.6
End point	86.6	3.2
Impact	↑ 4.8	↑ 0.6

Year 8 Reading Intervention 12 students (6 Disadvantaged, 8 SEND)		
	Reading SAS	Reading Stanine
Baseline	72.16	1.4
End point	83.41	2.83
Impact	↑ 11.25	↑ 1.43

Data for the academic year 2021-2022 indicates that there has been a 1.4% increase in the attendance of our disadvantaged students compared to the previous academic year (86.5% 2022, 85.1% 2021). In addition, there has been a 1.4% reduction in the gap between the attendance of disadvantaged and non-disadvantaged students in the same period. Although this gap is narrowing, we recognise that it is too large. Lower rates of attendance amongst disadvantaged students therefore remains a significant barrier to their progress.

Externally provided programmes

Programme	Provider
Maths and English Tuition	National Tutoring Programme
The Scholar's Programme	The Brilliant Club
National School Breakfast Programme	Family Action

Further information

Additional activity

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

- The establishment of the 'iMatter Centre' to support the progress of students at risk of becoming Anxious School Refusers.
- On-going development of Gatsby compliant careers provision, including embedding careers into the curriculum, opportunities for meaningful engagement with Post-16 providers and employers and participation in Make Happen activities.
- Targeted provision for PP-eligible students to include additional support with Post-16 applications, priority Connexions appointments and careers-insight days.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with 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 looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We also participate in local network meetings focused on effective use of the Pupil Premium and have a 'Disadvantaged Champion' as part of Essex County Council's 'Addressing Educational Disadvantage' strategy.

We have used both the [EEF's implementation guidance](#) and ECC's 'Addressing Educational Disadvantage' strategy to help us develop our own strategy and will continue to utilise these 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.