

# Pupil Premium Strategy statement – Wigston Academy

This statement details our school's use of pupil premium (and recovery premium for 2022-2023) 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	1314
Proportion (%) of pupil premium eligible pupils	299 22.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nicola Hartshorne
Pupil premium lead	Laura Gathercole
Governor / Trustee lead	Liz Coates

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,465
Recovery premium funding allocation this academic year	£86,438
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
<b>Total budget for this academic year</b> <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>	£395,903

# Part A: Pupil premium strategy plan

## Statement of intent

### What are your ultimate objectives for your disadvantaged pupils?

For all PP pupils to play a full and successful part in the academic and wider school community. To achieve this we aim to:

1. To ensure that all PP pupils **participate** the academic and wider curriculum to the same extent as their peers
2. To ensure that PP pupils on average make **increasingly good progress** year on year (i.e. Achieve on average a value added Progress 8 Score within 5 years (2026))
3. To increasingly address and **remove the barriers** faced by our PP pupils e.g. literacy, poor attendance, lack of social capital, etc.
4. For PP post 16 destination data to reflect an increasing number of pupils accessing **level 3 pathways**

### How does our current Pupil Premium Strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that weak literacy is a substantial barrier for many of our pupils, especially PP (Disadvantaged) and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP pupils, especially for our LAC and Post LAC pupils. As such funding is directed to ensuring that high quality pastoral care is available to all pupils, including a specific specialist team to support the most vulnerable pupils.

### What are the key principles of our strategy plan?

- That we promote an ethos that promotes the school's motto of "**Aspire and Achieve**" for **all**, regardless of disadvantage or need and embodies the school's core values of Responsibility, Ambition, Resilience Engagement and Respect.
- That we are an **evidence based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF

- That **developing literacy** of pupils, especially where literacy is below chronological age is essential so that pupils can access the wider curriculum.
- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all pupils
- That the use of a robust monitoring system, **focused on outcomes** that can identify barriers and effectively inform and evaluate interventions is essential to maximise attendance.
- School Strategies, Pastoral Support Officers and Inclusion Officer were employed to support pupils, particularly through COVID-19 lockdown and return.
- Deployment of DFE computers, 77 laptops provided to PP pupils.
- Ongoing monitoring of Reading Ages and the use of whole school year 7 and 8 assessments NGR tests and GL assessment has resulted in intervention sessions being delivered from Sept 2021, and continued along with SATs data in Sept 2022.
- Creation of a new Department to incorporate PP, SEND, Catch up, EAL, More able into one department with shared resources, strategic planning and teachers with capacity to deliver intervention sessions.
- Attendance of PP pupils was monitored extensively by the school's attendance officer, with safe and well home visits taking place during lockdown. This ensured that the school was fully aware of the situation of our vulnerable pupils. The attendance of PP pupils at WA below that of non-PP pupils. This still remains a priority area at Wigston Academy.
- That specific interventions should be based on **identified need**.
- For all disadvantaged pupils to have attendance of around national average of all pupils

That PP funding is leveraged to benefit **as many pupils as possible**, including non-PP pupils.

## Challenges

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

Challenge number	Detail of challenge
1	PP pupils have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4.
2	PP pupils' attendance is lower than their peers.
3	PP pupils' reading ages are lower on average than their peers on entry to the school.
4	PP pupils' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort.
5	PP pupils' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents' evenings) is on average lower than their peers. With many pupils living in areas of significant deprivation, especially educational deprivation.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on PP pupils compared to their peers, especially in terms of mental health.

## 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
To improve the general well-being, attainment and attendance of PPF pupils.	To improve attendance, attainment and well-being of disadvantaged pupils.
To change the mind-set of Low Expectations and Aspirations.	To enable pupils to confidently plan for their future and receive support with the PS16 application process. To minimise pupils who are NEET at the end of Year 11.  To give pupils the opportunity to get involved with charities in their local community. To take part in fundraising activities. This will improve pupil's self-worth, self-esteem and confidence.
Improve Pupil outcomes at GCSE.	PP end of KS4 P8 scores are on track to be in line with national PP P8 scores.
Improve quality of teaching and learning with "quality first teaching" in all classrooms.	Learning walks, work scrutinies and department reviews identifies that all pupils experience lessons that enable at least good progress to be made.  PP end of KS4 P8 scores are in line with non PP pupils / the gap is narrowed.
Improve attendance of PP pupils.	Attendance for PP in line with peers by 2024.

Improve PP pupils' attitude to learning and reduce number of FTE and Bs given to PP pupils so that it is in line with their peers.	Pupil ATL effort scores for PP in line with peers by 2024 Internal data of PP pupils is in line with peers by 2024 <ul style="list-style-type: none"> <li>For the % of PP pupils who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024.</li> </ul>
Ensure that all pupils experience a positive learning environment where all pupils feel challenged and confident to contribute and to ask questions.	Learning walks, RARER data and Achievement points show effective use of behaviour for learning strategies and routines in line with whole school policy.

<p>PP pupils to engage in a wide range of enrichment activities to the same level as their Non-PP peers.</p>	<p>An effective system of tracking of participation is put in place for extracurricular, breakfast clubs and other activities.</p> <ul style="list-style-type: none"> <li>Levels of engagement for PP pupils is in line with Non-PP pupils by 2024.</li> </ul>
<p>Provide high quality CEIAG provision to all PP pupils i.e.:</p> <ul style="list-style-type: none"> <li>Improve access to further education paths in to post 16 education.</li> <li>Improve attendance of PP pupils to careers related trips and experiences.</li> <li>Improve access to further education paths in to post 16 education. <ul style="list-style-type: none"> <li>Ensure all PP pupils provided with at least two meaningful encounters with a careers adviser.</li> </ul> </li> </ul>	<p>Attendance of PP parents and pupils at Sixth Form open event in line with Non-PP by June 2024.</p> <p>Apprenticeship and college information event provided to all year 11 pupils, with attendance of PP pupils in line with non-PP pupils.</p> <p>All Year 9-11 pupils to have 1 career related encounter per school year.</p> <p>To increase the number of PP pupils involved in enrichment and visits such as The Skills Show. To widen experiences and to give pupils an insight into the wider world. To give pupils aspiration to aim higher. To give pupils the opportunity to work with a range of different age and social groups. To give pupils the opportunity to take part in real projects, build on community links and improve self-worth.</p>
<p>Improve the literacy of PP pupils through the Enhance team and small group interventions across the school.</p>	<p>Reading ages of PP pupils in KS3 to be in line with non-PP pupils by June 2024.</p> <p>Reading ages of PP pupils in KS4 to be in line with non-PP pupils by June 2024.</p> <p>Reading proficiency to be in line with non-PP pupils by June 2024.</p>
<p>Increase PP parents' engagement with school.</p>	<p>Attendance at parents evening for PP is in line with their peers by 2024.</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: £215,829

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of key specialist staff</p> <p>An Assistant Headteacher with a responsibility for Pupil Premium continues to oversee this area as well as to work with pupils and teachers and to devise and implement strategies in order to improve pupil performance and attendance.</p> <p>A Pupil Premium Safeworker was funded to provide further pupil support, monitor and track pp students and identify intervention. To also help departments to target Pupil Premium funded pupils.</p> <p>Funding is provided for tutoring for Maths and English and support for LAC pupils.</p> <p>Teachers - Making sure pupils have teachers who are specialists for intervention, timetabled lessons and tutors.</p> <p>Non-teachers – Pastoral workers focus on the needs of all students to identify barriers to learning or school life and ways to overcome challenges.</p>	<p>Research reported by the DFE (2016) suggests that pupil attainment in core subjects such as maths is greater when delivered by a specialist teacher</p> <p>EEF Effective Professional Development</p>	<p>1,4</p>

<p>Attendance</p> <p>Pupil Premium Safeworker targeting attendance of pupils with 92% and below in years 7-11 to have one to one discussions, home visits and parental contact.</p> <p>Heads of Year to track attendance of all students and look at specific interventions to remove barriers to attendance.</p>	<p>Enhance Room</p> <p>To provide pupils with a fun and welcoming environment and resources for social time, mentoring and intervention.</p>	<p>2,5</p>
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<p>The support of Mental Health with reference to attendance, attitude to learning and aspiration.</p> <p><b>Counsellor</b></p> <p>The services of the counsellor will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence. To give vulnerable pupils additional support to enable them to access education as effectively as possible.</p> <p>Teen Health to work with specific pupils targeting emotional well-being.</p> <p>Extra -curricular Clubs</p> <p>To provide pupils with extra-curricular experiences such as music and dance tuition. To fund extracurricular school clubs with a high percentage of PPF pupils. To provide funding for pupils to access tutoring, clubs and facilities outside of school. To make school an enriched learning environment and give pupils opportunities to be creative and learn new skills.</p>	<p>Anna Freud Mentally Health Schools</p> <p>DFE counselling in Schools a blueprint for the future.</p> <p>SecEd-Vulnerable Pupils poverty and mental health.</p> <p>EEF toolkit</p>	<p>6,5</p>
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<p>Teaching and Learning and CPD</p> <p>Staff to use three expected slides to ensure consistency and continuity for pupils as well as support information and skill recall. 'Do Now' slide to be used by staff to ensure retrieval and spaced learning tasks. Learning Sequence to be shared with pupils so that they make greater connections and synoptic links with other parts of their learning/ courses, and other subjects.</p> <p>Continued focus on retrieval, spaced learning and questioning within lesson.</p> <p>Working group to create new Assessment policy and Department guidelines.</p> <p>Teachers have teaching files which identify disadvantaged pupils and provisions being made for them especially where there is underachievement.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF – Metacognition and Self-Regulation Guidance Report first edition 2018.</p> <p>EEF – The Impact of Feedback on Pupil Attainment Guidance Report.</p>	<p>1</p>
<p>CPD</p> <p>The investment in National College for CPD has allows departments to specifically target their CPD requirements to meet the needs of the pupils, in particular our disadvantaged pupils.</p> <p>CPD to be a mixture of whole school and smaller bespoke group sessions. CPD to be driven by the needs highlighted in Teaching Typicality maps, as well as development for and of middle leaders.</p> <p>CPD on Best Learner strategies so that staff know how to incorporate this into their teaching and learning.</p> <p>Bespoke CPD for new staff and ECTs.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF guidance report on Effective Professional Development.</p>	<p>1</p>
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Enhance sessions with interventions are in place.</p> <p>Curriculum review ensures that all lessons are sequential, well planned and have interleaving throughout. This is then to be quality assured throughout the year.</p> <p>Best Learner Strategies launched with all year groups to increase reading, reviewing and retention.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Ofsted: Education inspection framework Overview of research. Published 2019.</p>	<p>1,4</p>

	<p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) suggests that selected methodologies are most effective at improving Pupil outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g.</p> <p>Interleaving and questioning +7 Months.</p> <p>Assessment for learning / feedback + 6 Months.</p>	
<p>Regular assessments to identify underperforming pupils and to signpost interventions.</p> <p>Enhance and Achievement team are incorporating regular assessments to track progress of pupils and discuss individual needs.</p> <p>Reading and Spelling tests were sat by all KS3 pupils in order to update their previous results. This was then reviewed to inform intervention strategies.</p> <p>Data from each year group performance is collected at various points throughout the year and an analysis provided by the Data Team. This is then analysed to look at gaps or weaknesses, then intervention is targeted for those pupils.</p> <p>Assessment to be further reviewed. Middle Leaders to create an Assessment Plan for their areas and work on a new Assessment Policy as well as bespoke Department guidelines.</p>	<p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) highlights importance of effective assessment improving pupil outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact.</p>	<p>1, 4</p>

<p>QA led by teaching and learning Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice.</p> <p>Middle Leaders to produce Teaching Typicality map for their areas. This will then be discussed with their SLT links as well as the teaching and learning team. This includes ensuring the needs of all learners are being met. Support and CPD will then be implemented to further improve the quality of teaching and learning.</p>	<p>DFE guidance on Teacher Standards states that</p> <p>‘Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development’.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on pupil achievement (+1.57) and therefore supports strategy of sharing good practice.</p>	<p>1, 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £86,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing specific revision material e.g. revision guides Year 10 provided with revision guides for all subjects. Revision strategies and resources shared on the Wigston Academy trust App and academic mentor to continue to check students can access resources.</p> <p>Provide subject specific revision and intervention sessions. To be scheduled weekly with targeted students attending available sessions.</p> <p>Lectures to continue to be run based on highlighted topics or questions during tutor time.</p> <p>Holiday revision in February, Easter and May half term and catch-up classes.</p> <p>Data collection points throughout the year for all PP pupils show that there is significant gap between PP and non-PP. The relevant PP pupils are considered when selecting those that would benefit from some form of intervention.</p> <p>GCSE work of PP pupils to be marked first and fed back to first in order that areas for development can be supported by the Achievement Team and Learning Support Assistants.</p> <p>Following the gap in PPE maths data, additional classes will be considered in all bands to support students including pupil premium.</p> <p>Briefings to be used as a vehicle to raise achievement strategy profile regularly. Upcoming events shared with staff in briefing each week as well as other headlines too emphasise work still needed.</p> <p>Achievement team to continue to use revision strategies through the leadership of an academic mentor. Students to have one to one meetings with</p>	<p>Engagement scores for PP pupils during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>In house assessment data suggests that targeted academic intervention of grade 4/5 pupils has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.</p> <p>EEF- reducing class sizes improves attainment by +2 months.</p>	<p>1,4,5,6</p>

<p>academic mentor to support the engagement of strategies and to be given revision packs and individual revision plans for all subjects.</p>		
<p>Increased 1:1 career adviser interviews.</p> <p>Access to school careers and guidance counsellor for all disadvantaged pupils</p> <p>Careers team at the school to facilitate at least one event per academic year.</p>	<p>CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on Pupil achievement</p>	<p>1,4</p>
<p>KS3 catch up reading and inference.</p> <p>Literacy resources created to support small group work.</p> <p>Pupils able to access and borrow books from Enhance.</p>	<p>EEF report into Literacy programmes (Baye, Slavin, &amp; Haslam, 2019) suggest that they have commonly have a significant positive effect size.</p>	<p>1,3,6</p>

<p>Targeted intervention groups</p> <p>To improve the number of pupils who achieve expected standards by through focused tutor time activities including literacy activities.</p> <p>Small group work focussing on English and Maths across all year groups within the SEND department.</p> <p>Intervention for motor skills/hand writing, dyslexia intervention, catch up literacy, spelling punctuation and grammar and inference intervention within the SEND department.</p> <p>For numeracy we will continue to use numeracy ninjas and prodigy maths with some focus groups.</p> <p>To make pupils more familiar with Literacy and Numeracy strategies and techniques to help improve GCSE grades across the curriculum we will be introducing and using Best Learner strategies.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months.</p>	<p>1,6</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £93,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality pastoral care including mentoring and support of vulnerable pupils by Heads of Year and Pupil Premium Safeworker One Hoy and AHOY per year group. Targeted mentoring and support.</p> <p>PP has its own behaviour and mentoring support allocated.</p>	<p>EEF Toolkit (2021) reports that mentoring has a +2 months benefit to pupils</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention</p>	<p>1,4</p>

	programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	
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<p>Create individual interventions for pupils whose behaviour declines. Advice given to teachers for individual pupils where appropriate as to strategies to use with them.</p> <p>Pupils placed in Reflection are mentored that day by the Pupil Premium Safeworker.</p> <p>Pupil Safeworker has key pupils to individually place on report to them and track within lessons. below expectation.</p> <p>Pupil Premium Safeworker focusses on pupils identified as having behavioural issues and supports behaviour thorough placing on report, regular check in and mentoring with pupil and lesson support.</p>	<p>EEF: Improving Behaviour in Schools 2021</p> <p>Ofsted: Education inspection framework Overview of research. Published 2019</p>	1
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<p>Refine the behaviour system to support a reduction in FTS and behaviour incidents Behaviour working party, pastoral staff and main staff body review current systems and structure to ensure system challenges and supports pupils to achieve in terms of behaviour and attitude.</p> <p>Evaluate reward system to ensure it meets the needs of all pupils and is consistently applied.</p> <p>Pupils review behaviour and reward system allowing all stakeholders to have a voice in change.</p>	<p>Ofsted: Education inspection framework Overview of research. Published 2019</p> <p>EEF- Improving behaviour in schools</p>	4
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<p>Continuation of Enhance and intervention for pupils with specific needs.</p>	<p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	1,4
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	Targeted small group interventions for PP, SEND and More able.	
<p>Contribution to academic trips.</p> <p>£100 available for the academic year for PP pupils on request to support school trips.</p> <p>Year 10 NHS trip and mentoring to support Pupils to support Pupils with an interest in the medical field.</p>	<p>Most young people have high aspirations. Allowing pupils to gain the knowledge and skills for them to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. (EEF)</p>	2, 5
<p>To improve the attendance of PP pupils. To narrow or eliminate the attendance gap between the non-PP and PP pupils.</p> <p>Year 11 breakfast for PP pupils to discuss and address attendance.</p> <p><b>Attendance Rewards and Mentoring:</b>  Attendance shared on weekly Power Points.  Rewards linked to good and improved attendance.  Pastoral leaders work closely with targeted pupils.  Assemblies delivered by HoY and Head of School communicating the importance of attendance.</p> <p>A targeted group of pupils to be encouraged to improve attendance by meeting regularly with a member of staff.</p> <p><b>Attendance team</b></p> <p>A dedicated attendance team monitors attendance and liaise with pastoral team to improve attendance. The process outlined in our policy is followed (1:1 conversations with pupils, parent phone calls / meetings, concern letter 1 and 2, EWO involvement).</p> <p><b>Data Team:</b>  Send out data weekly which is then forensically analysed by attendance and pastoral lead so that key pupils are targeted.</p>	<p>Research presented by organisations such as Welsh Assembly Government (2011) &amp; Durrington Research School (2018) suggests that the identified activities all have a significant impact on attendance outcomes for PP pupils</p> <p>Ofsted: Education inspection framework  Overview of research.  Published 2019</p> <p>DFE-Improving School Attendance guidance 2023</p>	1, 2

<p><b>Breakfast Club</b></p> <p>To encourage pupils to arrive regularly and on time by providing before school sessions with incentives such as breakfast. To give extra support and enable pupils to feel safe and secure at school. To improve punctuality and attendance.</p> <p>Review and update attendance policy.</p>		
<p>Incorporate attendance into transition planning.</p> <p>Work with PP parents and pupils to identify specific barriers to attendance.</p> <p>Target support based on specific barriers</p> <p>Rewards specifically targeted to PP and disadvantaged Pupils.</p> <p>Free breakfast offered to all pupils, specifically targeting PP.</p> <p>Attendance tracking of PP pupils with home visits, parental meetings and support from EWO.</p> <p>Particular focus on pupils in years 7-10 with attendance below 92% and not having EWO involvement.</p>	<p>Working together to improve school attendance 2022</p> <p>EEF Pupil Premium</p> <p>UK government report Sept 2023 Persistent absence and support for disadvantaged pupils.</p>	
<p>To provide laptops and ICT access for all pupils.</p> <p>Laptops issued for pupils where there is a specific need. Pupil Premium Safeworker arranges through discussion with teachers and parents/carers.</p>	<p>Wider literature e.g. Colman (2021) shows that PP pupils significantly affected by digital divide, especially during pandemic.</p> <p>EEF- Using Digital technology to Improve Learning</p>	5,6
<p>Increase Parents' Evening engagement.</p> <p>Developing increased communication for PP parents as to when parents' events are taking place.</p> <p>Where PP parents have not attended, encourage alternative contact via Pastoral staff.</p>	<p>Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap)</p> <p>EEF Toolkit (2021) reports that that effective parental engagement can have</p>	5,1

	+3 months benefit to Pupil progress EEF Working with Parents to Support Children's Learning.	
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<p>Develop buddying system for Yr 7 with older PP pupils.</p> <p>Peer mentoring and support takes place through Enhance support guided by PP pupil Safeworker.</p> <p>PP pupils given access and funding to take part in DofE at the school.</p>	<p>Research by the Armies families Federation (Noret, Mayor, Al-Afaeq, lingard, &amp; Mair, 2014) highlights the need to "Increase the number of activities to support children and young people's integration into schools". Buddying is suggested by the SCip alliance as an effective way of achieving this especially at transition from KS 2 to 3.</p>	4
<p>Ensure that pupils can access full taught and extra curriculum.</p> <p>PP funding is used and deployed by departments under a bidding system to facilitate Extra-curricular activities for PP and disadvantaged pupils.</p> <p>Year 10 pupils have revision guides provided for all subjects. A stationery kit and calculator.</p> <p>Year 11 pupils to will have revision cards and stationery provided on request.</p>	<p>EEF's tool kit reports +2 months benefit from both arts and sports participation.</p>	5

<p>Continued development of leadership of PP e.g. Continued appointment of member of SLT with responsibility for Pupil Premium.</p>	<p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement.</p>	<p>1,2,3,4,5,6</p>
<p>Increase number of careers events attend by Yr9-11 pupils to 1 per year.</p>	<p>CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on Pupil achievement.</p> <p>The Careers and Enterprise Company - Effective Careers Interventions for Disadvantaged Young People: Evidence review.</p>	<p>1, 4</p>
<p>Tracking of PP data</p> <p>Continued use of "data team" to refine data to ensure robust tracking systems are in place. Weekly tracking of PP pupils in relation to attendance and behaviour by SLT lead and Pupil Premium Safeworker.</p>	<p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve</p>	<p>1,2,3,4,5,6</p>

leadership capacity and deliver school improvement.

**Total budgeted cost: £395,903**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our Pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### To change the mind-set of low expectations and aspirations:

Academic Mentor was employed and focussed on PP pupils in Year 11 to support engagement in forthcoming GCSEs, although this was later than desired. This will continue into the next academic year to improve attainment and progress for Disadvantaged Pupils.

#### To improve the general well-being, attainment and attendance of PPF pupils/ Improve pupil outcomes at GCSE

In 2023 the government was focused on returning the GCSE results to pre-pandemic levels. There was a national shift in grades and PP/disadvantaged pupils were affected quite badly. In 2023 our P8 score for disadvantaged was -1.13 and National disadvantaged was -0.56. Also, our previous aim for 2022-23 was to narrow the gap at P8 between PP and non-PP pupils. We did not achieve this but our gap of -0.8 is reflective of the national figure of -0.7.

	2019				2022				2023			
	PP		Non-PP		PP		Non-PP		PP		Non-PP	
	WAT	Nat.										
Average Point Score (APS)	<b>2.87</b>	3.68	<b>3.88</b>	5.05	<b>3.45</b>	3.76	<b>4.72</b>	5.28	<b>2.75</b>	3.51	<b>4.26</b>	5.00
Progress 8	<b>-1.05</b>	-0.45	<b>-0.29</b>	0.13	<b>-0.57</b>	-0.55	<b>0.02</b>	0.16	<b>-1.13</b>	-0.56	<b>-0.33</b>	0.15
Attainment 8	<b>28.66</b>	36.76	<b>38.81</b>	50.45	<b>34.54</b>	37.61	<b>47.16</b>	52.76	<b>27.53</b>	35.10	<b>42.61</b>	50.00
% EBacc Grade 5	<b>7.80</b>	7.40	<b>6.80</b>	20.70	<b>1.70</b>	9.30	<b>17.10</b>	24.20	<b>4.50</b>	7.50	<b>7.20</b>	20.30

% of Pupils gaining an English (Lang or Lit) and Maths	2019				2022				2023			
	PP		Non-PP		PP		Non-PP		PP		Non-PP	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
9 - 7	1.70		7.50		1.16	n/a	8.42	n/a	1.96	n/a	5.82	n/a
9 - 5 (High Pass)	11.80	24.80	23.70	50.10	20.00	29.60	48.60	57.00	9.10	25.50	33.50	52.20
9 - 4 (Standard Pass)	29.40	44.90	49.20	72.10	40.00	48.40	67.60	76.10	27.30	43.70	59.80	72.60

Following the gap in PPE maths data, created an additional maths class in all bands to support the development of PP students.

Achievement team launched revision strategies through leadership of academic mentor.. All PP students had a one to one meeting with academic mentor to support the engagement of strategies and were provided with a revision pack as well as an individual revision plan for all subjects. [EEF](#).

Revision strategies and resources were shared on the WAT App, PP mentor targeted students so that we checked their accessibility to these resources.

Provided subject specific revision and intervention sessions.

Student intervention tuition was led by academic tutors in Science and English based on targeted areas of focus from data.

Holiday revision and catch-up classes scheduled for targeted students.

Some year 9 PP students were given peer to peer meetings during the option process so that they had information from current students about the courses they were considering.

### **Improve quality of teaching and learning with “quality first teaching” in all classrooms:**

Throughout 2022/23 there has been a big drive in engaging our pupils in a range of Retrieval activities in lessons; the aim of this alongside their everyday teaching to help to support them in developing their memory. This will then help when it comes to the outcomes of pupils.

To help to develop teachers to support their understanding and delivery of Retrieval activities we have devoted CPD time across the year to Retrieval activities and in encouraging staff to share ideas in Collaboration Cafes. This has led to a large resource bank of ideas and strategies being created and regularly used by teachers in lessons. The knock-on effect of this has then been to improve the Quality First Teaching within the classroom.

This retrieval helps our pupils to keep revisiting the sequenced curriculum and embed their knowledge further – leading to knowing more and doing more.

To further support our PP pupils within lessons we have worked closely with staff to improve the feedback we give pupils – this follows our school FAR policy. Staff have been encouraged to look at and consider PP books first and to identify key misconceptions that will then feed into planning future lessons. Our PP pupils receive the same high-quality feedback with actionable points that all other pupils do.

As previously this has been developed through staff CPD sessions – looking at types of feedback and ways to do this effectively. Staff have been sharing key ideas and again building up a resource collection to help support our pupils in moving the learning forwards.

Staff are continually supported in improved their own pedagogy for the benefit of our pupils.

Ofsted June 2022 “Leaders have made significant improvements to the curriculum. They have built an ambitious curriculum. Leaders and staff have thought carefully about what pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), should know and be able to do. Leaders want all pupils to be well prepared for their adult lives. Leaders have considered the local context and made sure that the curriculum addresses these needs. Pupils learn about real-life matters, such as debt management. Most subject curriculums are well planned and sequenced, enabling pupils to build on prior knowledge. Teaching provides opportunities for pupils to revisit knowledge, so that they know and remember more.

**Improve attendance of PP pupils:**

Whole school attendance	90.75%
Non-PP attendance	92.31%
PP Attendance	86.12%
Authorised absence for PP	10.16%
Authorise absence non-PP	6.89%

This will continue to be a targeted area for support in the next academic year through the support of EWO and family support work.

**Improve PP pupils’ attitude to learning and reduce number of FTE and B points given to PP pupils so that it is in line with their peers:**

Of the 23 Pupils suspended during 2022-2023, 15 of those were PP (65%).

Basic Expectations were created to ensure pupils were clear of what was expected of them.

Behaviour Working Party created to work on strategies to improve behaviour.

**Ensure that all Pupils experience a positive learning environment where all pupils feel challenged and confident to contribute and to ask questions:**

School incorporated activities to build resilience, ambition and engagement within tutor activities at the start of each term. The behaviour and rewards system continues to be refined to encourage pupils to take ownership for their behaviour and all staff now award at least one reward point for meeting the basic expectations within lessons.

Ofsted June 2022 “There are positive relationships between staff and pupils. Staff care about their pupils’ education and well-being. Pupils feel safe and say that they are happy at school. Leaders model the high expectations they have of pupils. There is a calm and positive atmosphere around the school site. Pupils concentrate well in their lessons.”

**PP pupils to engage in a wide range of enrichment activities to the same level as their non-PP peers:**

A range of activities were offered to pupils, and marketed towards PP pupils included Sports activities, Dance groups and STEM Science Club. PP Pupils were engaged with all opportunities in line with non-PP. Pupils who wanted additional funding for activities such as drum lessons had these paid for.

Ofsted June 2022: "Pupils value the wide range of activities available to them. They can pursue interests or develop talents in sport, music, dance, yoga and STEM club. Pupils appreciate that the school is open early to allow pupils to attend a free breakfast club. Pupils value the range of leadership responsibilities available to them, including being on the school council, being ambassadors and being sports leaders. Pupils spoke about how these opportunities have given them confidence, resilience and a sense of responsibility."

**Provide high quality CEIAG provision to all PP Pupils i.e.: Improve access to further education paths in to post 16 education. Ensure all PP pupils provided with at least two meaningful encounters with a careers adviser.**

Our enhanced careers provision led to every single Y11 pupil being seen at least once, and the half of the year group we considered most vulnerable being seen at least twice by an independent careers advisor. No PP students (leavers 2023) were NEET by December 2023

Improving attendance of PP pupils to careers encounters will continue this year as funding enables further opportunities to be provided.

**Improve the literacy of PP Pupils through the KS 3 Elevate team (now changed to Enhance) and small group interventions across the school:**

Pupils had the opportunity to borrow books from Enhance.

Literacy activities incorporated in to tutor time activities.

Word of the week activities used by class teachers to build literacy.

Interventions to raise literacy levels took place in SEND department.

**Increase PP parents' engagement with school:**

A food bank established within school was visited by some parents of disadvantaged pupils. Parents' Evenings attendance was monitored and home contact made where appropriate if parents did not engage.

Information evening for some events did take place.

## 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.*

<b>Programme</b>	<b>Provider</b>
Maths and English Interventions	First Class Learning
Inspire	Leicester City Football Club

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