

Year 1
Year 2
Year 3



Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Philips High School				
Academic Year	2021-22 (Year 3 of 3 year plan)	Total PP budget	Year 1: 295,460 Year 2: £290,335 Year 3: £282,250	Date of most recent PP Review	Sep 22
Total number of pupils	Year 1: 873 Year 2: 888 Year 3: 889	Number of pupils eligible for PP	Year 1: 332 Year 2: 312 Year 3: 301	Date for next internal review of this strategy	n/a

2. Current attainment – September 2019		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.53	0.13 (2018-19)
Attainment 8 score average	35.5	50.3 (2018-19)
% Achieving 4+ in English and Mathematics	35%	72% (2018-19)
% Achieving 5+ in English and Mathematics	20%	50% (2018-19)
EBacc APS	3.16	4.40
% Attendance	93.9%	96.9% (2018-19 School non PP)
% Persistently Absent	13.5%	4.15% (2018-19 School non PP)
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Disadvantaged pupils enter Philips with lower KS2 scores than non-Disadvantaged pupils. 2020 DP Average (2019 DP average KS2 score in Maths was 102.4 and non DP average 106.4. In Reading DP was 103.16 and non DP average was 106.04)	

B.	Poor reading skills of Disadvantaged pupils preventing access to examinations.														
C.	Disadvantaged pupils at greater risk of fixed term exclusion.														
D.	Examination results affected by attendance gap for disadvantaged pupils including the number of PA disadvantaged pupils.														
E.	Low resilience and engagement of disadvantaged pupils														
F.	Inconsistent teaching of disadvantaged pupils across all subject areas. Lack of awareness/strategies to raise achievement of disadvantaged pupils.														
Additional barriers (including issues which also require action outside school, such as low attendance rates)															
G.	Lack of parental engagement from some groups of disadvantaged pupils, as evidenced by lower engagement and attendance at parental events.														
H.	Lack of aspiration and/or awareness of opportunities of some disadvantaged pupils.														
I.	Attendance and punctuality of disadvantaged pupils.														
J.	Increased social, emotional and mental health issues are affecting the progress of disadvantaged pupils.														
K.	Lack of positive role models for some disadvantaged pupils.														
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria													
A/B/ D/F/ G/H/ I/J/K	Close the gap between disadvantaged pupils progress and the progress of other pupils.	P8 Gap - 0.74 Year 1 – 0.5 gap Year 2 – 0.3 gap Year 3 – 0.1 gap <table><tr><td>Year 1</td><td>0.28</td></tr><tr><td>Year 2</td><td>0.07</td></tr><tr><td>Year 3</td><td>0.68</td></tr></table>		Year 1	0.28	Year 2	0.07	Year 3	0.68						
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Year 3	0.68														
A/B/ D/F/ G/H/ I/J/K	All Year 7 pupils identified through the ‘Year 7 Catch Up fund’, work at the expected standard in Maths and English by the end of the academic year.	English: 100% of Pupils with <100 SS in reading, ‘Working At’ expected standard by the end of each academic year. Maths: 100% of Pupils with <100 SS in Maths, ‘Working At’ expected standard. <table><tr><td></td><td>% English WA or above</td><td>% Maths WA or above</td></tr><tr><td>Year 1</td><td>39%</td><td>33%</td></tr><tr><td>Year 2</td><td>69%</td><td>19%</td></tr><tr><td>Year 3</td><td>58.8%</td><td>30%</td></tr></table>			% English WA or above	% Maths WA or above	Year 1	39%	33%	Year 2	69%	19%	Year 3	58.8%	30%
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A/B/ D/F/ G/H/ I/J/K	Improve Literacy levels of pupils with reading age below chronological age.	<table><tr><th>Year</th><th>Year 1 Target</th><th>Year 1 % Below Reading Ages</th><th>Year 2 Target</th><th>Year 2 % Below Reading Ages</th><th>Year 3 Target</th><th>Year 3 % Below Reading Ages</th></tr><tr><td>7</td><td>30%</td><td>36%</td><td>25%</td><td>32%</td><td>25%</td><td>36%</td></tr><tr><td>8</td><td>30%</td><td>44%</td><td>25%</td><td>27%</td><td>25%</td><td>30%</td></tr><tr><td>9</td><td>30%</td><td>38%</td><td>25%</td><td>32%</td><td>25%</td><td>27%</td></tr><tr><td>10</td><td>30%</td><td>64%</td><td>25%</td><td>55%</td><td>25%</td><td>61%</td></tr></table> <p>Year 1: Reading ages assessed for the first time.</p> <p>Year 2: Below target due to C-19 Lockdowns – See Literacy Action Plan</p> <p>Year 3: Continue to be below target – Literacy Action Plan</p>	Year	Year 1 Target	Year 1 % Below Reading Ages	Year 2 Target	Year 2 % Below Reading Ages	Year 3 Target	Year 3 % Below Reading Ages	7	30%	36%	25%	32%	25%	36%	8	30%	44%	25%	27%	25%	30%	9	30%	38%	25%	32%	25%	27%	10	30%	64%	25%	55%	25%	61%
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C/G/ J/K	Reduced number of fixed term exclusions for Disadvantaged pupils	<p>Over the next three years, reduce that gap to 0.</p> <p>In 2018-19, D pupils received 59 fixed term exclusions, non-D pupils received 38 fixed term exclusions. D pupils received 21 more fixed term exclusions.</p> <table><tr><th></th><th>Non-D</th><th>D</th><th>Comment</th></tr><tr><td>Year 1</td><td>12</td><td>34</td><td>March-July lockdown – High absence rate of pupils caused by Covid-19.</td></tr><tr><td>Year 2</td><td>5</td><td>29</td><td>Jan-March lockdown – High absence rate of pupils caused by Covid-19.</td></tr><tr><td>Year 3</td><td>35</td><td>37</td><td>While the number has increased the gap between D and Non-D pupils has narrowed</td></tr></table>		Non-D	D	Comment	Year 1	12	34	March-July lockdown – High absence rate of pupils caused by Covid-19.	Year 2	5	29	Jan-March lockdown – High absence rate of pupils caused by Covid-19.	Year 3	35	37	While the number has increased the gap between D and Non-D pupils has narrowed																			
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D/G I/J	Raise attendance of Disadvantaged pupils in all year groups in order to decrease the proportion of pupils who are PA and ensure gap closes compared to non-Disadvantaged pupils.	<p>Over the next three years, reduce the gap to 0.</p> <table><tr><th></th><th>Attendance Gap</th><th>PA Gap</th></tr><tr><td>Year 1</td><td>-1.7%</td><td>-5.5%</td></tr><tr><td>Year 2</td><td>-2.69%</td><td>-2.38%</td></tr><tr><td>Year 3</td><td>-4.51%</td><td>-6.68%</td></tr></table>		Attendance Gap	PA Gap	Year 1	-1.7%	-5.5%	Year 2	-2.69%	-2.38%	Year 3	-4.51%	-6.68%																							
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E/J	Improve the Mental health of disadvantaged pupils.	<p>Our success criteria are to ensure that pupils are not waiting to be seen by the counselling service. Currently the wait to be seen is 6 months. We have therefore invested in a further day with Place2Be. We plan reduce the waiting time to 8 weeks.</p>																																			

		<p>Year 1: Of the 33 pupils who had counselling through Place2Be, 23 pupils were PP pupils. Our success criteria are to ensure that pupils are not waiting to be seen by the counselling service. Currently the wait to be seen is 6 months. We have therefore invested in a further day with Place2Be.</p> <p>Year 2: Of the pupils attending counselling Place2Talk – 63% pp, 121 Counselling – 57% pp Sailing the boat of anxiety – 52% pp Current waiting time 4 weeks</p> <p>Year 3: 44% pp current waiting time for Place2Be 4 weeks – less D-pupils waiting due to reduced waiting time and increased capacity</p>
E,H,K	Improve the aspirations of disadvantaged students (New target for Year 3).	<p>75% of all extracurricular CEIAG activities participated by disadvantaged pupils. Awaiting Data</p> <p>78% of D students participated in one or more extracurricular CEIAG activity.</p>

Planned Expenditure					
Academic year	Year 1: £295,460 Year 2: £290,335 Year 3:£282,250				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of Teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget Cost

Marking and feedback to focus on disadvantaged pupils.	High quality feedback to Disadvantaged pupils.	EEF toolkit outlines clearly that the biggest impact in terms of months of progress comes from the quality of feedback provided by the class teacher.	Line Management of Middle Leaders. QA overseen by SLT responsible for QA. Department moderation of marking	EPT	£5,235
Improved quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most disadvantaged pupils are able to make progress.	All staff to deliver Rosenshine's Principles of Instruction as part of their daily practice: Modelling / Scaffolding Retrieval practice Questioning.	The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact.	Line management of Middle Leaders, and consistent testing of the quality of teaching through learning walks, observation and work scrutiny triangulation.	EPT	£2,617
Use of latest research in classroom practice to drive forward the quality of teaching and learning. To increase the engagement / progress of pupils.	AHT to lead on sharing latest research which identifies good practice and share with all subject areas. Improve the quality of practice in all teaching areas.	Developing a highly researched, forward-thinking teaching and learning climate which demonstrates positive change in teaching methods to improve the engagement of pupils and their progress.	Line Management of Middle Leaders reporting on implementation of key principles of instruction in subject area.	EPT	£2,617

Improve and develop leadership at every level to ensure that whole staff professional development leads to improved outcomes for all pupils.	A range of appropriate leadership opportunities / CPD training made available each academic year to staff.	Effective Leadership is the key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school.	Evaluation of CPD sessions and then build course learning into the appraisal cycle, alongside impact on outcomes.	EPT	£2,617 £1,350
Implement Literacy and Numeracy age testing	Identify disadvantaged pupils with literacy and numeracy ages below chronological age and implement actions to improve literacy and numeracy age.	Pupils have struggled to access exam papers and content in the lesson. This is because their numeracy age or literacy age is not in line with their chronological age.	HoD in Maths and English to identify key member of staff to coordinate Maths and English age testing. HoD to oversee actions which improve Numeracy and literacy ages.	EPT	£2,617 £376
Analysis of setting of Upper DPs to ensure they are appropriately placed for challenge and enable them to achieve targeted outcomes. Also ensure equality of opportunity to access all subject areas.	Departmental setting shows Upper DPs placed in higher sets, in order to access higher targeted outcomes.	Upper Disadvantaged pupils can find themselves in lower sets because of their lack of motivation and ambition. Carefully analysis of these pupils ensures that they do not get left behind.	Regular monitoring through data analysis and quality assurance.	CHT	£4,340 £598 £1,378

<p>Ensure staff are provided with regular information on disadvantaged pupils progress, in order to identify areas of underachievement and implement appropriate interventions and, as part of the QA process, ensure subject leaders and classroom teachers are closely monitoring the progress of DPs and implementing appropriate intervention strategies.</p>	<p>Departments use data effectively to identify areas of underachievement and implement appropriate intervention strategies.</p> <p>Class teacher data shows the success of targeted interventions.</p>	<p>Pupils may not be targeted without robust analysis of the data. Providing key staff with the data will ensure that they are able to identify areas of weakness and intervene sooner rather than later.</p>	<p>SLT will liaise with link departments following each data drop re. progress of targeted disadvantaged pupils in their subject area and departmental action plans will be updated accordingly.</p> <p>SLT link meetings have a focus on disadvantaged pupils</p> <p>Subject leaders review individual pupil progress with members of their department following each data drop and measure success of targeted interventions.</p>	<p>CHT</p>	<p>£4,340</p> <p>£1,378</p>
<p>Ensure targeted cohorts of disadvantaged pupils are identified and closely monitored and that additional intervention for these pupils is put in place. (Focus on Year 11 English and Maths).</p>	<p>Internal progress data will be reviewed for impact following each data drop. Internal data for targeted cohort for Maths and English shows improvements.</p>	<p>Pupils who leave Philips High School without the basic qualifications in Maths and English will have reduced life chances.</p>	<p>Targeted cohorts identified and information shared with all staff</p>	<p>CHT</p>	<p>£4,340</p> <p>£1,378</p>

Ensure strategic use of PP funding by departments, with impact clearly measurable.	Disadvantaged pupils will be more engaged with the curriculum and improve academic performance.	Not all pupils are able to access resources in the same way. It is more likely that disadvantaged pupils will need variety and materials/resources which are more engaging.	Subject and pastoral leaders have bid for additional funding, for which evidence of impact can be clearly measured.	SLT	£17,702 £6,527 £4,000 £1,000
Total budgeted cost					£60,410
Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term exclusions.					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget Cost
Identify external barriers to poor attendance and engagement, and develop strategies to remove these barriers.	Improved attendance of disadvantaged pupils and a reduction in PA.	D attendance for the 2018-19 Academic year was 93.9% nD attendance for the 2018-19 Academic year was 96.9% Disadvantaged pupils have worse attendance than their non-disadvantaged peers. The knock on effect of this is worse outcomes at the end of KS4.	Weekly tracking data. Questioning of pupils and parents (led by Attendance team and HoYs) to ascertain external barriers. Intervention support planned to address these identified barriers.	JDL	£15,704 £20,800 £2,757 £6,762

Provide regular information to staff, pupils and parents regarding attendance.	Improved attendance of disadvantaged pupils and a reduction in PA.	Key information informs all stakeholders of the importance of attendance. Regular communication reiterates the messages and how this effects the outcomes of pupils.	Evaluation of communication at Parents' Evenings.	JDL	<p>£58,748</p> <p>£1,600</p> <p>£1,010</p>
Increase the number of home visits with a focus on disadvantaged pupils	Improved attendance of disadvantaged pupils and a reduction in PA.	<p>D attendance for the 2018-19 Academic year was 93.9%</p> <p>nD attendance for the 2018-19 Academic year was 96.9%</p> <p>Disadvantaged pupils have worse attendance than their non-disadvantaged peers. The knock on effect of this is worse outcomes at the end of KS4.</p>	Weekly tracking data.	JDL	
Ensure key Disadvantaged Pupils are offered relevant support, in order to access the mainstream curriculum without their behaviour being a barrier	Internal data shows a reduction in internal and fixed term exclusions for disadvantaged pupils	<p>Behaviour data shows that disadvantaged pupils in 2018-19 received more internal and fixed term exclusions.</p> <p>The more time out of lesson disadvantaged pupils spend the worse their outcomes will be at the end of KS4.</p>	Ensure year teams have identified key individuals and groups for support and that they evidence the work with these individuals and groups.	JBa	£21,419

Ensure that disadvantaged pupils who are at risk of not attending school or repeated fixed term exclusions or at risk of permanent exclusion are provided with appropriate Alternative Provision in order to re-engage with school.	Disadvantaged pupils do not become non-attenders, receive multiple fixed term exclusions or possible permanent exclusion.	In 2018-19 x disadvantaged pupils did not attend school. Re engaging pupils enables them to enjoy their time in school and improve their attendance. Similarly, pupils at risk of fixed term exclusions or permanent exclusions have a greater chance of exclusion if they are not engaged in the curriculum.	Reduction in the number of fixed term exclusions, minimal or no permanent exclusions and a reduction in non-attenders.	JDY	£4,081 £12,000
Ensure pupils and parents have access to pastoral support, to help overcome individual barriers to learning.	Internal data and case studies show an improvement in attendance and progress of key students, as well as a reduction in fixed term exclusions.	All students have individual barriers to learning. These barriers can affect pupils in different ways, including attendance, behaviour and academic progress. By having an extensive pastoral team, these barriers can be identified and supported throughout the pupil's educational experience at Philips High School.	pastoral support staff record evidence of DPs they have worked with and the impact of this work	JDY	£2,040 £65,275
Total budgeted cost					£212,196
Other Approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget Cost
Introduction of the CCF within the curriculum	Increased engagement with school.	Behaviour data shows that disadvantaged pupils in 2018-19 received more internal and fixed term exclusions.	A member of the Senior Leadership Team will oversee the CCF. There is also two TLR	JBY	£2,070 £20,134

	The Behaviour data shows that disadvantaged pupils taking part in CCF have a reduced number of internal and fixed term exclusions.		positions to ensure it is managed effectively. Planning time given to CCR personnel. SEF to be completed by CCR lead and overseen by SLT.		
Introduction of D of E	Increased engagement with school and reduction in PA and fixed term exclusions.	Behaviour data shows that disadvantaged pupils in 2018-19 received more internal and fixed term exclusions.	A member of the Senior Leadership Team will oversee the D of E. Curriculum time increases accountability and 'buy in'.	CHT	£6,089 £625
Introduction of PiXL Build Up	Increased progress in Maths, English and Science. Better engagement in school. The Behaviour data shows that disadvantaged pupils taking part in PiXL Build Up have a reduced number of internal and fixed term exclusions.	Behaviour data shows that disadvantaged pupils in 2018-19 received more internal and fixed term exclusions. A smaller group of pupils identified Increased progress in Maths, English and Science.	The right member of staff has been identified to deliver PiXL Build Up. Use of Department Curriculum maps ensures that pupils are completing relevant work. Performance data in Maths, English and Science.	JBY	£10,709

Disadvantaged pupils are able to access Place 2 Be counselling support relating to personal issues both in and out of school.	Reduction in the number of internal and fixed term exclusions. Reduction in PA.	26 disadvantaged pupils were referred to Place 2 Be last academic year for either 1-2-1 or group counselling. A significant number of children at secondary school suffer with mental health problems. Place2Be offers a therapeutic approach which encourages children to express themselves in non-verbal ways, for example through artwork or play.	Effective recruitment of Place2Be Support worker based in school. Monitoring and evaluation of impact sent to JDY.	JDY	£4,081 £22,800
Introduction of a Character curriculum.	Disadvantaged pupils improve leadership skills, Oracy, well-being understanding and E-Safety.	Disadvantaged students do not have access to the cultural capital that their non-disadvantaged peers have. By introducing a Character Curriculum, students increase their knowledge of cultural capital.	ETR to oversee the development and implementation of the Character Curriculum as part of Personal Development. SEF to be used to monitor the impact. QA used to monitor staff delivery of Character lessons.	ETR	£1,266
End of term reports posted home for disadvantaged pupils.	Pupils more aware of the academic progress made and increase parental support.	Reports are uploaded to Sims Parent which parents can access via the internet to track progress. Disadvantaged families are more likely to not have IT facilities and might not be able to access reports. Therefore, a paper copy posted home enable access to reports.	Communication between the Data Manager and School Office to ensure the right reports are posted home.	SFN	£504
Effective Use of Show My Homework	Pupils who complete homework regularly	Homework has previously been identified as an issue. Homework is valued at Philips high	DMN to oversee homework is being set and the quality is appropriate.	DMN	£404 £1,552

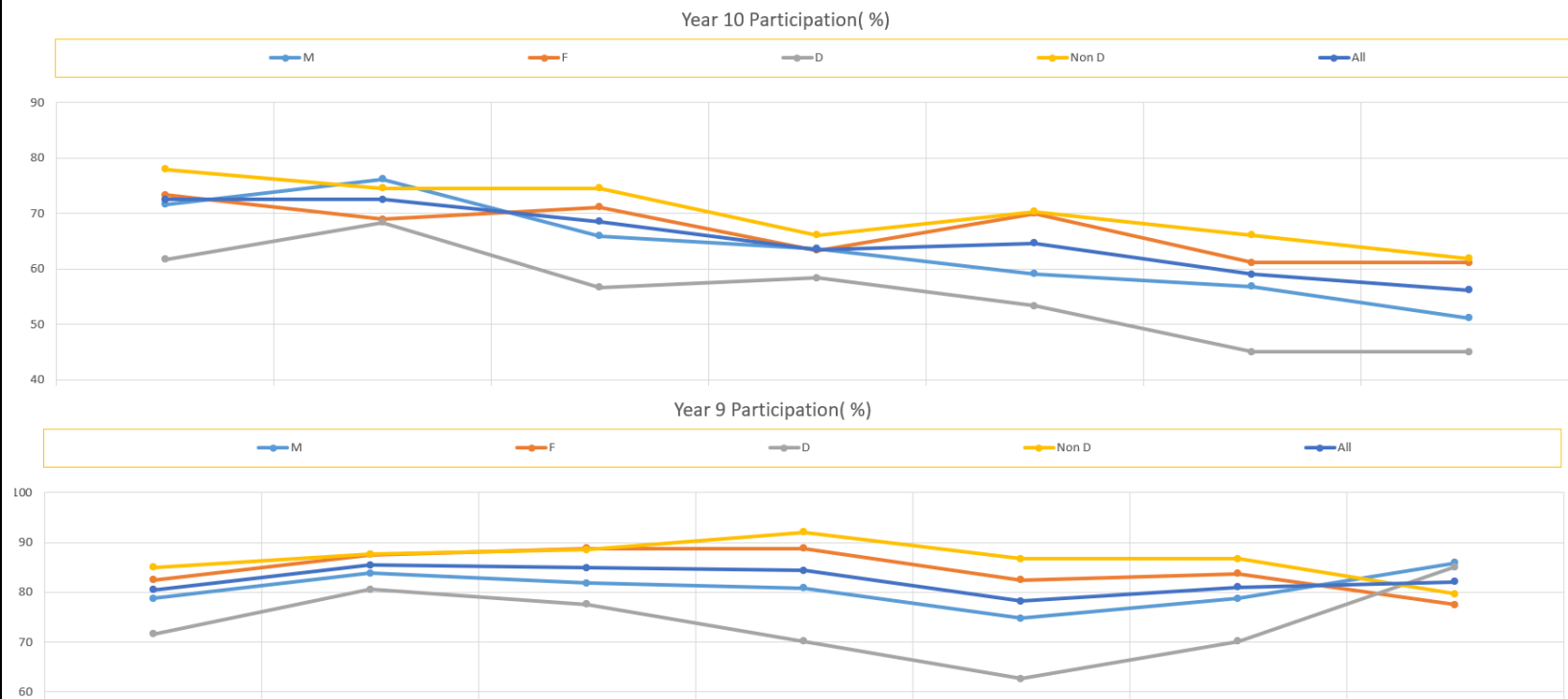
	with know more and be able to do more.	School. The majority of detentions are given for homework.			
Effective use of the library to support learning.	If PP students are given the opportunity to use the library at break time, lunch time and/or after school, it is likely that they will complete set work effectively and revise is an appropriate environment.	Not all students have a place to study outside of the classroom. By providing a space, it gives students an opportunity to complete homework or revise.	RDY to supervise the time in the library and ensure the working environment is purposeful.	RDY SMZ 2022	£7,871
Identified pupils to have a key worker in the morning to identify issues which might happen each day.	Increased attendance and a reduction in behaviour issues. As a result increased outcomes.	Identified Disadvantaged pupils with a high number of behaviour points/fixed term exclusions or poor attendance need more support to reduce the number or %. This intervention is aimed at anticipating problems that might occur and finding solutions.	Behaviour, attendance and outcome data.	JDY	£5,850
Total budgeted cost					£83,955
Overall Total budget cost					£356,561

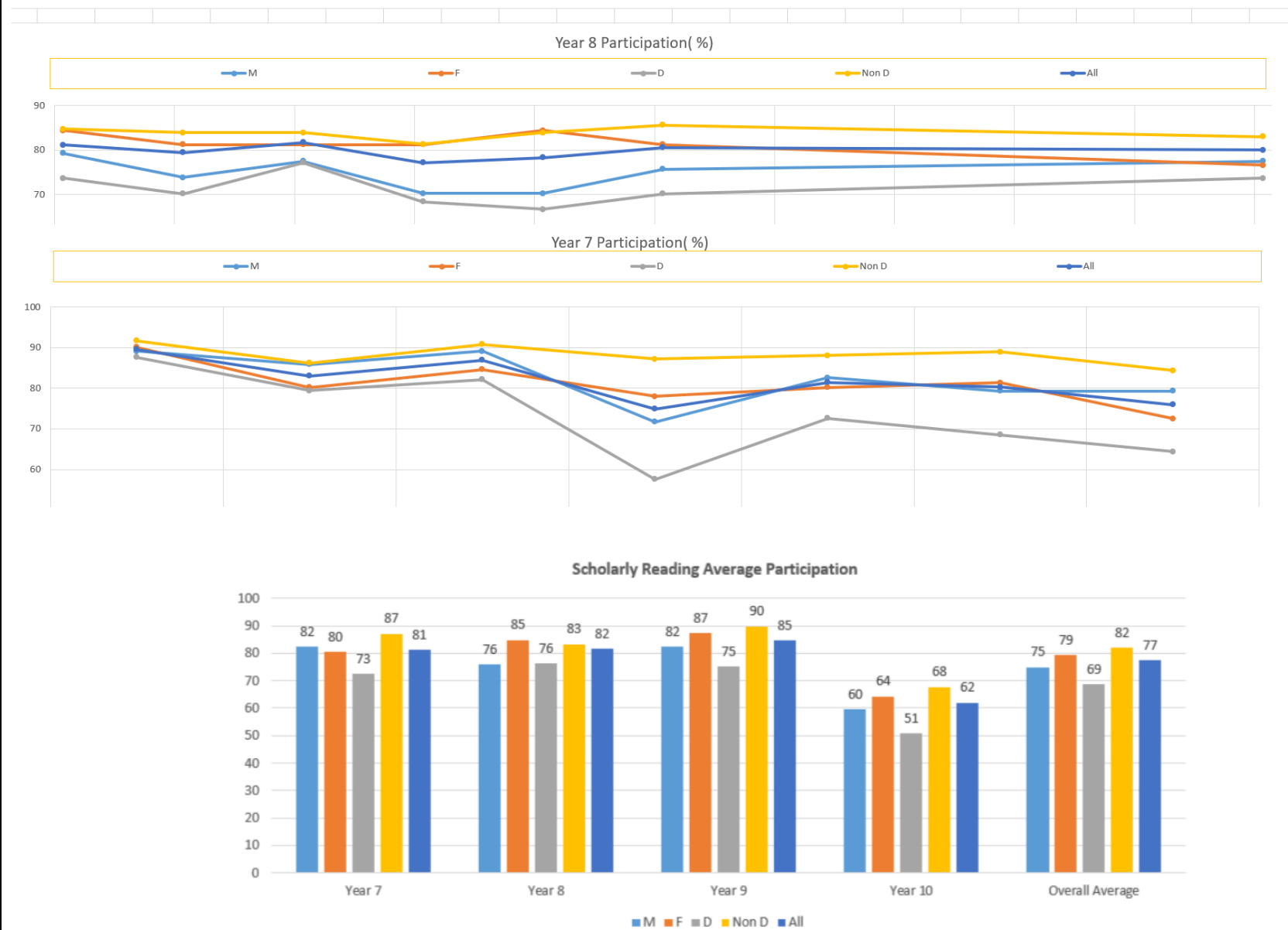
Evaluation and Further Actions

Area	Impact

<p>Quality of teaching for all</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Our Quality Assurance during 2019-20 demonstrated effective Teaching and Learning strategies for pupil premium pupils being used. Despite a very interrupted academic year, caused by the Covid-19 Pandemic, the QA also demonstrated during the first term, that marking and feedback focus on disadvantaged pupils was established well and demonstrating an impact in the books. Book samples used across school focused on Disadvantaged pupils and QA showed that department policies were followed effectively for 57 put of 58 teachers. The one teacher identified where this was not the case, additional support was put in place. • All staff were given a Performance Management target to work in Triads developing teaching practice by focusing on Rosenshine Principles for Teaching. Staff observed one another implement strategies, give each other feedback and improve classroom practice. At the end of the year, all staff presented to one another on the different strategies. This proved a success as teachers felt more confident in the classroom when teaching. • Throughout the year, pupils were targeted and intervention put in place to ensure pupils were achieving minimum expected standards. As evidenced in schools across the country, school closure has been detrimental to our disadvantaged pupils as they were not all able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We did however maintain a high-quality curriculum during times of partial closure and we maintained access to school for the most vulnerable groups. Teachers' lessons included video links, live sessions and Microsoft Teams for home learning. Quality Assurance during this time focussed on these students to ensure learning was highly effective. • Additional key member of staff identified with Maths and English employed to focus on improving numeracy and literacy across the school. Reading ages are assessed for the first time. • Pupils set according to ability across all year groups. Year 7 data from primary school used. Upper D students in appropriate set for ability not lack of motivation and ambition. <p>Year 2:</p> <ul style="list-style-type: none"> • Our Quality Assurance during 2020-21 demonstrated continued effective Teaching and Learning strategies for pupil premium students being used. This is including QA completed during lockdown 2 (January-March 21) which focussed on disadvantaged students and their progress. Where marking and feedback was not followed, support was put into place. This was the case for 2 out of 58 teachers. • Staff continued their work on Rosenshine Principles within their TRIADS and continued to observe out of curriculum areas. Due to the disruption caused last year and staff requests, Triad groups remained the same so that staff could further build on what they had discovered in year 1. At the end of the cycle all staff had completed and passed their PM and no staff are on capability
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- Literacy has become a focus with the Literacy Coordinator organising weekly activities for PP students and a termly Scholarly Reading Quiz. Winners of the Quiz receive rewards and participation for PP students is 69% average across the school with particularly higher participation in years 8 and 9. The literacy programme for 2021 – 2022 continues a number of initiatives that were put in place in the last academic year. All pupils complete a weekly literacy activity in form time and we are now making clear links to diversity and equality. Linked to the form time literacy activity is the Scholarly Reading Programme which all pupils in Key Stage 3 and Year 10 take part in. As well as a way to encourage reading, the Scholarly Reading Programme is also used as a competition between the forms. Last term, the average weekly participation for the winning forms was 92%. The reading age data for all pupils is on marksheets and on seating plans alongside their SEN/PP status. Staff are referring to this as they plan and deliver lessons.





- Pupils set according to ability across all year groups. Year 7 data from primary school used. Upper D students in appropriate set for ability not lack of motivation and ambition.
- Intervention focused on D students using internal and external staff. In the summer term 2021 36 PP students from year 10 were invited to a variety of interventions and study groups.

Gdr	Eth	SEN	EAL	Dis Ad	UML	Academic Intervention to be implemented
Male	WBRI	N	ENG	Yes	M	NTP Maths
Female	WBRI	N	ENG	Yes	M	Covid Ma CatchUp
Male	APKN	N	ENG	Yes	M	NTP Maths / Easter Ma Int
Male	WBRI	K	ENG	Yes	L	Covid Ma CatchUp / Easter Ma Int
Female	WBRI	N	ENG	Yes	L	Covid Ma CatchUp / Easter Ma Int
Female	WBRI	N	ENG	Yes	M	NTP Maths
Male	OOTH	N	ARA	Yes	L	NTP English
Male	WBRI	N	ENG	Yes	M	NTP Maths
Female	AOTH	N	PRSA	Yes	M	Covid Ma CatchUp
Male	MWBC	N	ENG	Yes	U	Covid Ma CatchUp / Easter Ma Int
Female	WBRI	K	ENG	Yes		NTP English / Covid Ma CatchUp
Male	WBRI	K	ENG	Yes	M	NTP English
Female	WBRI	N	ENG	Yes	L	Covid Ma CatchUp
Male	WBRI	N	ENG	Yes	M	NTP English
Male	WBRI	N	ENG	Yes	U	Easter Ma Int
Male	WBRI	N	ENG	Yes	M	NTP English
Female	WBRI	N	ENG	Yes	M	NTP English
Female	WBRI	N	ENG	Yes	M	NTP English / Covid Ma CatchUp
Female	WBRI	N	ENG	Yes	M	NTP English / Covid Ma CatchUp
Female	WBRI	N	ENG	Yes	M	NTP English
Male	APKN	N	ENG	Yes	M	Easter Ma Int
Female	BAFR	N	ENG	Yes	L	NTP Maths / Covid Ma CatchUp / Easter Ma Int
Male	WBRI	K	ENG	Yes	M	Covid Ma CatchUp / Easter Ma Int
Male	WBRI	N	ENG	Yes	M	Covid Ma CatchUp / Easter Ma Int
Female	WBRI	N	ENG	Yes	M	Covid Ma CatchUp
Male	WBRI	N	ENG	Yes	M	Covid Ma CatchUp
Male	AOTH	N	PRSA	Yes	M	NTP Maths
Male	WBRI	N	ENG	Yes	M	NTP English
Male	WBRI	N	ENG	Yes	M	Covid Ma CatchUp
Female	WBRI	K	ENG	Yes	M	NTP Maths
Female	WBRI	N	ENG	Yes	L	NTP Maths / Covid Ma CatchUp / Easter Ma Int
Female	WBRI	K	ENG	Yes	M	Easter Ma Int
Female	WBRI	N	ENG	Yes	M	Covid Ma CatchUp
Female	WBRI	N	ENG	Yes	L	NTP English
Male	WBRI	N	ENG	Yes	M	Easter Ma Int

	Total Nos Invited	Total Nos Attended	D Nos Invited	D Nos Attended	Total Attendance %	D Total Attendance %
Tuesday week 1	254	95	193	51	37	26
Wednesday week 1	161	19	105	17	12	16
Thursday week 1	108	23	90	18	21	20
Tuesday week 2	56	18	26	4	32	15
Wednesday week 2	34	13	16	5	38	31
Thursday week 2	60	27	34	8	45	24
Overall	673	195	464	103	29	22

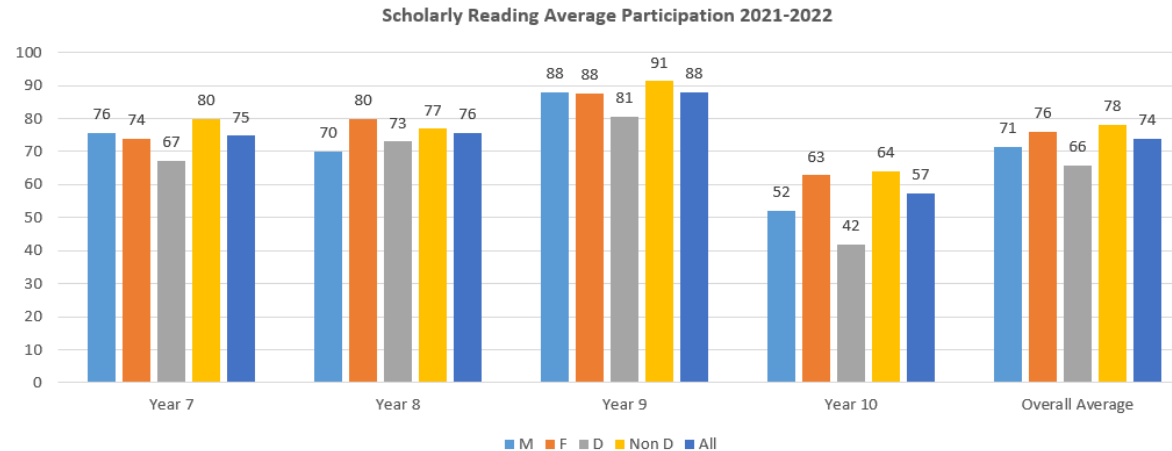
This has had a positive effect on results with D students achieving in line with non-D students. The gap between D and non-D students has fallen to 0.07. KS3 D students achieved an average of WA with a 0.2 gap between D and Non-D students.

Year 3

Year 3:

- As a staff, we have moved to Tom Sherrington - Walkthroughs for PM working within department areas so that PM can have a focus in relation with department action plans. In addition, departments/faculties have champions in areas such as literacy, careers, transition and thrive to support the whole school drive for success.
- Quality Assurance has been changed this year to incorporate more of a departmental deep dive with a clear focus on D students. QA cycle 1 identifies where cycle 2 needs to focus. Books, pupil conversations and Learning walks
- CPD Focus on Curriculum Time and approaches. Three staff undergoing an NPQSL, two staff an NPQLT and one NPQH. Two staff have completed their NPQSL
- New Librarian in place from January 2022
- Pupils set according to ability across all year groups. Year 7 data from primary school used. Upper D students in appropriate set for ability not lack of motivation and ambition.
- Intervention has a focus on D students.
- SLT meetings take place before intervention – pupils identified through data and status.
- Revision guides provided for all D Students free of charge.
- Calculators provided for Maths D students free of charge
- Literacy scholarly reading continues with a participation rate of over 90% weekly

- All pupils continue to complete a weekly literacy activity in form time, which involves the reading and discussion of a non-fiction article. The pupils have read articles on a wide range of topics including whether athletes should be allowed to protest, the Peterloo Massacre, Vincent Van Gogh, and the history of fish and chips. This activity supports reading and the development of cultural capital.



Scholarly Reading Participation 2021-2022					
	Year 7	Year 8	Year 9	Year 10	Overall Average
M	76	70	88	52	71
F	74	80	88	63	76
D	67	73	81	42	66
Non D	80	77	91	64	78
All	75	76	88	57	74

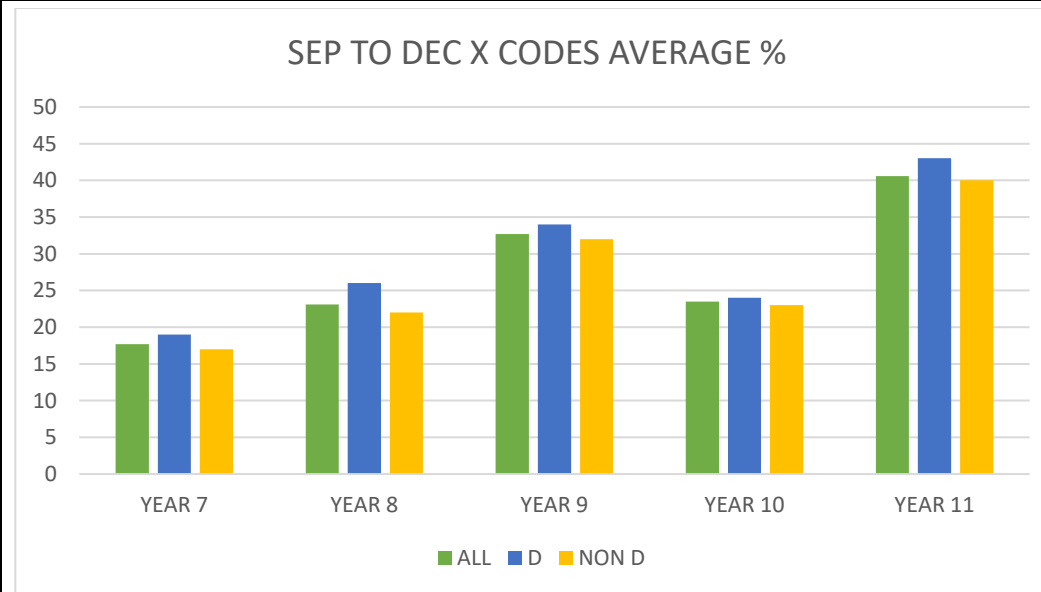
- All pupils in Year 7 to 10 have had a library induction lesson, which introduced them to the new librarian, the library systems and the new library app, and enabled them to visit the library and borrow books.
- Robust QA has a focus on PP pupils with all departments focused on PP/SEN for learning walks, book looks and pupil conversations. Where staff were not meeting the standard, further scrutiny took place. In term 1 8 staff required follow ups. By term 2 this number had fallen to 2. Systems were put in place to ensure QA standards were met.
- Intervention ran until the start of the exam sessions - with an average attendance of 70% across all sessions.

<p>Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term exclusions.</p>	<p>Year 1:</p> <p>Our pastoral system is outstanding. We have two HoY in each year group and an SLT link. Pupil behaviour and achievement data is used in order to put interventions in place and this is planned termly. Interventions used include; mentoring, specific HoY behaviour interventions, HLTA interventions and key workers</p> <p>Following an external audit of attendance, the following actions have been put into place.</p> <ul style="list-style-type: none"> • Attendance Officer to continue to be on the staff timetable to allow time to be blocked out for meetings with parents and home visits every day. • Home visits will be undertaken on the 3rd day of absence with no contact unless there is a safeguarding concern, LAC or CIN Child. • Attendance Officer will email voicemail messages to Head of Years at the beginning of period 1. • Head of Year to log messages on e-portal and action (discussion as to appropriate action and by who will be discussed during period 1 with the Attendance Officer). • Any voicemails received after the e mail is sent will be logged by the attendance officer and will liaise with Head of Year. • No Head of Year/Attendance Officer meetings are booked period 1 unless it is safeguarding. • A pop up goes on the website saying all absences need to be reported to school by 8.30am (we have previously received messages throughout the day). • Attendance Officer sends texts for absences and texts to thank for the voicemail that has been left for school to ensure that it isn't actually the pupil themselves leaving the message. • Earlier identification of SEMH pupils, there is a correlation between school refusers and SEMH. An earlier 'Plan Do' Review process especially for known cases from Primary School. • Earlier home visits continue for pupils who were PA last year. • A dedicated Governor is now in place for all Attendance and Punctuality panels.
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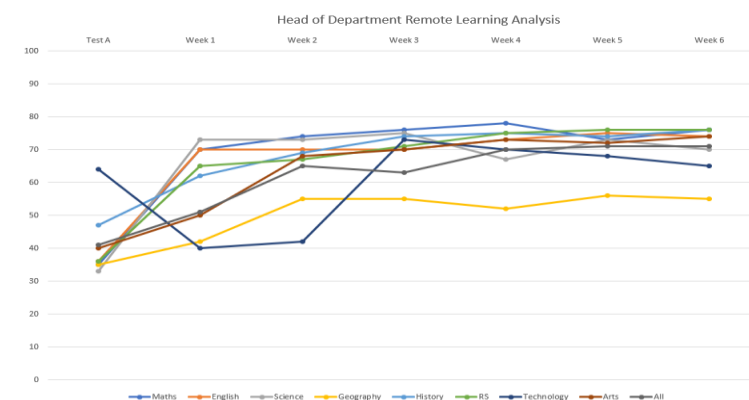
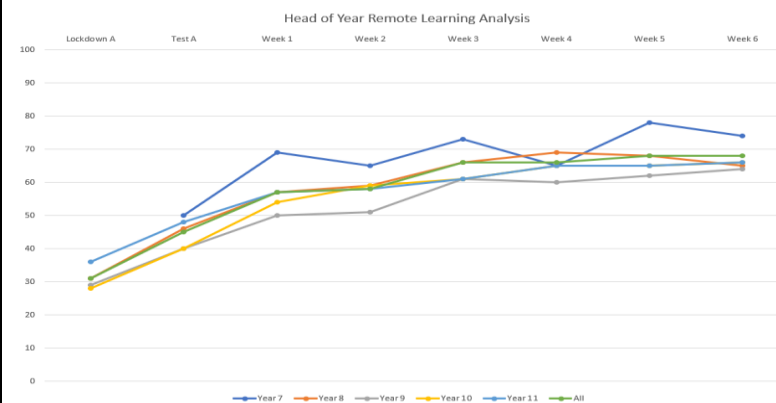
Year 2:

- Our pastoral system is outstanding. We have two HoY in each year group and an SLT link. Pupil behaviour and achievement data is used in order to put interventions in place and this is planned termly. Interventions used include; mentoring, specific HoY behaviour interventions, HLTA interventions and key workers
- New Behaviour policy introduced with same day detentions has had a big impact on behaviour for learning. This has had a positive impact on behaviour for learning. Unfortunately, due to Covid it is difficult to directly compare data from previous years. Whilst the number of fixed term exclusions has dropped, this is partly due to the pandemic as pupil absence has been high. However, the introduction of restorative practice has supported the improvement of pupil-staff relationships which has had a positive impact on the data.
- The number of exclusions significantly reduced last academic year. Much of this can be accredited to the T&L, pastoral support, improved safeguarding and attendance teams and new systems in place.
- D pupils are provided with revision guides, calculators and equipment free of charge to ensure access to curriculum and minimise barriers.
- In Year 11 there are 175 pupils in total, 45 Pupil Premium & 17 SEN (K) and we have made 32 visits to PP pupils for attendance concerns
- Non-Teaching HOY all spend P1 focussed on attendance and have no meetings booked in at this time unless safeguarding
- Over the Past 12 months, 41 pupils have received 239 counselling sessions which have supported the pupils with Self harm, suicide idealisation, gender identity and family conflict.
- 63 Place2Think sessions exploring strategies of supporting children that have been identified as vulnerable.
- 11 Parent Partnership Sessions giving guidance and advice on their child's emotional wellbeing/behaviour.
- This work has led to 17 separate safeguarding disclosures, 13 of which were high threshold disclosures.
- In the Autumn term, 11 pupils received one-to-one counselling across 69 sessions, 22 received brief counselling over 71 sessions and 80 pupils had 127 Place2Talk Sessions.

Covid played a significant part in reducing pupils' attendance with d students being hit higher than none d students. Before Lockdown B, pupils missed between 15% and 45% of school sessions due to X codes.



We then went into a 6-week lockdown where all pupils attended live lessons on MS Teams. Some D students attended school as vulnerable or key worker children. During Lockdown B (January to March 2021) Remote learning was more successful than in Lockdown A with a clear policy for pupils, staff and parents. Pupils attended morning registration and submission data showed an improvement across the six-week lockdown period.



During the lockdown, communication with PP children was prioritised by the Heads of Year, Key Workers and SEN Team. Below is a % breakdown from the communication log of the pupils who received an additional phone call to check up on their home learning, safeguarding and general welfare.

Year group	W/C 11th Jan 2021	W/C 18th Jan 2021	W/C 25th Jan 2021	W/C 1st Feb 2021	W/C 8th Feb 2021	W/C 22nd Feb 2021	W/C 1st Mar 2021
7	85%	77%	84%	83%	76%	71%	77%
8	84%	96%	97%	98%	95%	92%	96%
9	83%	81%	86%	86%	80%	79%	84%
10	75%	78%	80%	82%	79%	72%	72%
11	81%	83%	87%	86%	82%	78%	75%

Year 3:

- Identified pupils to have a key worker in the morning to identify issues which might happen each day.
- Attendance hit by Covid and change of categorisation of absence throughout academic year New attendance officer/SLT focus for attendance has has action plan in progress
- Creation and use of safe space
- Increased participation of the CCF especially in KS3 in Year 3 with 30% participation from PP. Of the 107 members of the CCF 46% have received promotions.

Year 8	35
Year 9	33
Year 10	19
Year 11	20

- SLT/HOD link meetings with a focus on the progress of d students
- The Duke of Edinburgh qualification has been introduced both as a curriculum option for the Explore pathway and open as an extra-curricular activity open to all at KS4. Curriculum: 1 Year 11 pupil (PP) completed the award, 17 pupils were awarded with a Certificate of Achievement as they did not complete the expedition. Four Year 10 pupils complete the expedition and are on target to achieve the award. Extra-Curricular – 23 pupils completed the expedition, 6 pupils have completed all requirements and 4 awaiting approval of award. 17 pupils are gathering evidence to complete the award. Current Year – we have increased the number of PP pupils given the opportunity. Curriculum - 6/9 Year 10 pupils are PP. 8/15 Year 11 pupils are PP. Extra-curricular – 4/25 PP
- Manchester United Foundation

• Term 1	• 326 Pupils 33% PP
• Term 2	• 128 Pupils 53% PP
• Year	• 42% of pupils targeted for intervention PP

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- Several pupils have mentoring with key workers – before school to ensure that they are ready for the day. Key workers used to deescalate situations leading to lower numbers of exclusions. In total the school utilises 7 key workers and they are distributed as below.

Year 7	3
Year 8	7
Year 9	8
Year 10	10
Year 11	1

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- Following on from data drops, All D-students in Year 11 with negative progress scores met with parents and SLT. These students remain on an SLT mentoring list to ensure progress. These meetings are a supportive nature where we look at barriers to achievement and what support we can put into place.
- The school provided a wide range of opportunities in extra-curricular activities. 65% of pupils took part in extra-curricular in 2021-22 with 58% of PP students participating in one or more activity. 73.5% of pupils have attended a school trip in 2021-22 with 78% of PP students attending.

<p>Other Approaches</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Introduction of PiXL Build Up – 38 pupils (47% PP) undergoing additional English and Maths support at KS4 • Disadvantaged pupils are able to access Place 2 Be counselling support relating to personal issues both in and out of school. Place 2 Be added an additional day to their counselling service as the waiting list is currently 6 months. • SLT/HOD link meetings with a focus on the progress of d students. • HOY/SLT link meetings have a focus on the pastoral care of d students • Free breakfast currently being rolled out across all year groups. Year 7, 8 & 11 currently being offered breakfast, other year groups to start soon. <p>Year 2:</p> <ul style="list-style-type: none"> • The introduction of D of E and CCF raises aspirations for students and opens up experiences that they might not normally have. To support our PP student's equipment and uniforms are purchased where needed. In addition, our extracurricular of CCF activities is open to pupils in KS4, with a plan to expand into KS3 year. Extra-curricular activities are pushed amongst all curriculum areas and we monitor participation and adapt the clubs where needed. • The CCF have additional time to provide mentoring and support to d-students identified as needing a positive male role model. • This year has allowed us to see the impact of PiXL build Up. 38 Pupils undertook additional Maths and English as part of the Pixl Build-up curriculum. 18/38 (47%) PP students. Of these students 44% gained a 4+ at English 33% gained a 4+ at Maths. 55% of these pupils gained a higher grade across one or both subjects than their Year 10 predictions. • Disadvantaged pupils are able to access Place 2 Be counselling support relating to personal issues both in and out of school. Waiting list now down to 4 weeks from 6 months. • End of Year reports and PPRs posted home for disadvantaged students in addition to being on SIMS • SLT/HOD link meetings with a focus on the progress of d students • HOY/SLT link meetings have a focus on the pastoral care of d students • Free Bagels for all pupils in the morning before school and a dedicated breakfast club is open from 8am every morning. <p>Year 3:</p> <ul style="list-style-type: none"> • A new Character curriculum in form time encourages Introduction of a Character curriculum. • End of term reports posted home for disadvantaged pupils. • Effective use of the library to support learning. The library was successfully re-launched in March. A new library management system has been installed, and over 5500 books catalogued. A full stock check has been completed to establish any gaps in provision. Pupils in Year 7-10 have attended a library induction during one of their English classes, and have been introduced to the Librarian, the new library system, the services on offer, and the expectations of behaviour in the library. • Pixl Build-up to support pupils with Maths/English
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6. Review of expenditure

Previous Academic Year	£297,930
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i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
High quality first teaching. The latest research by EEF "The Attainment Gap: key lessons learned in the EEF's first six years reports that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower costs than structural changes. Prioritise high ability pupils, boys and "teach to the top. CPD to develop expertise in memory retention and recall of knowledge through The Principles of Instruction.	All lessons observed judged good and/or outstanding where PP pupils make rapid progress in all subjects from year 7 to year 11.CPD programme to tailored to staff based on their needs.	<p>P8 D Pupils: -0.61 P8 nD Pupils*: -0.37</p> <p>*National nD data to be added once IDRS published.</p> <p>Teaching staff are more confident at using the Principle of Instruct. PM Presentations demonstrated the impact the Principles of Instruct had on staff.</p> <p>Through effective Quality Assurance, the majority of teaching met the required standard. When the required standard was not met, appropriate actions were implemented. This included staff support plans and capability procedures.</p>	<p>Too many chances in the classroom through the use of the C System meant that too many lessons were disrupted. However, a new system has been implemented in September 2019 which is having a positive effect on behaviour.</p> <p>A Whole School Focus on Book Look Quality Assurance. To ensure that there is a consistent approach and the new curriculum in 2019-20 is implemented correctly.</p> <p>To continue with 'The Principles of Instruction' in 2019-20. Staff to focus on a different principle in their Performance Management Cycle.</p>	<p>Teaching £136,018</p> <p>PiXL £1,600</p> <p>Total £137,618</p>

<p>To raise the attainment and achievement of pupils in receipt of pupil premium across all year groups. This will include literacy and numeracy interventions in order that gaps diminish rapidly.</p>	<p>Pupils eligible for PP make expected progress by the end of the year. This will be evidenced using teacher assessments written assessments throughout the year.</p>	<p>P8 D Pupils: -0.61 P8 nD Pupils*: -0.37 Gap: -0.24</p> <p>The curriculum previously did not suit all children. The new curriculum in 2019-20, will consider all learners and improve attainment.</p>	<p>Literacy and numeracy is below that of the chronological age.</p> <p>Whole school literacy approach is needed in all areas of school life.</p> <p>Thrive pathway supporting the Literacy and numeracy of children.</p>	<p>Librarian £9,483</p> <p>HLTAs £17,658</p> <p>Total: £27,141</p>
<p>Improved rates of progress for disadvantaged pupils, leading to greater aspiration and engagement throughout KS4.</p>	<p>PP boys and upper pupils make as much progress as 'other' pupils, across Key stages. Where they are not, departments will put in place intervention and it will be monitored by heads of department (HOD)/Intervention lead and discussed at the fortnightly Senior Leadership Team (SLT) review meetings.</p> <p>75% of all extracurricular CEIAG activities participated by disadvantaged pupils.</p>	<p>Intervention needs to be more targeted.</p> <p>Early identification of barriers of individual students to support intervention.</p> <p>Opportunities provided and taken advantage of, targeted careers events with D students. JPS monitor and log careers opportunity.</p>	<p>Central place for intervention to be targeted.</p> <p>Greater focus on intervention at SLT/HoD meetings.</p> <p>Improved careers support to raise aspirations.</p>	<p>Intervention Lead: £29,119</p> <p>Total: £29,119</p>

Improvement of preparation for GCSE examinations, measured by revision attendance and completion of revision work on Show My Homework.	Pupils eligible for PP make better progress in Year 11 by undertaking a more effective revision programme for their GCSE exams. This will be evidenced by expected progress in English and mathematics which is equivalent to 'other' pupils.	<p>D P8: -0.6 (2018) D P8: -0.61(2019)</p> <p>The Progress of Disadvantaged students overall remained the same in 2019 as they were in 2018.</p> <p>P8 D Pupils English (2018): -0.5 P8 D Pupils English (2019): -0.44</p> <p>P8 D Pupils Maths (2018): -0.6 P8 D Pupils Maths (2019): -0.6</p> <p>P8 of D pupils in English improved in 2019, compared to 2018.</p> <p>SMHW was used. Impact was difficult to measure with previous MIS system.</p> <p>Intervention attendance was not tracked efficiently enough.</p>	<p>H/W to be tracked differently through SIMS.</p> <p>HoY support with h/w using the behaviour system to track and monitor.</p> <p>An additional Yr 11 H/W club to be introduced.</p>	<p>SMHW: £404</p> <p>HoY: £17,866</p> <p>Total: £18,270</p>
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>To raise the attendance of pupils in receipt of PP across all year groups in order to decrease the proportion of pupils who are PA in this category and ensure that attendance for these pupils is as close to 96% as possible</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves to at least good 96%.</p>	<p>Attendance for disadvantaged pupils has improved by 1.54% since 2016-2017.</p>	<p>This has been achieved by changing the whole school culture and introducing individual responsibilities for teaching and pastoral staff. These are clearly identified in the Attendance and Punctuality Policy. Clear messages have been delivered to pupils and parents at every opportunity and we now operate a first day of absence contact procedure with a priority to PP pupils (phone call or home visit). This together with regular meetings between pupils, parents, SLT and governors has improved communication and commitment to school attendance. This will continue.</p> <p>We have also increased our curriculum offer with the Duke of Edinburgh's award, the Combined Cadet Force (Army), National Citizenship Service, ASDAN courses, Bury College courses, A Character Curriculum, PiXL courses, work experience and Alternative provision as part of the curriculum in addition to GCSEs, BTECs & V Certs. This offer is aimed at appealing to all our children as we have created a curriculum which children enjoy and want to come into school and experience.</p>	<p>Attendance Officer:</p> <p>£14,932</p>
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Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice.	Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Mentoring and support to be provided by the pastoral team/Place2Be.	26 Pupil Premium Pupils accessed Pace2Be during the 2018-19 academic year. There was a waiting list, meaning that not all pupils could access the service immediately.	To continue with Place2Be and to increase the offer from 2 days per week, to 3 days per week.	HoY: £71,466 Place2Be: £9,798 Total: £96,196
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Total				£308,344