



Pupil Premium Funding Statement Evaluation 2021-2022



1. Sponsor

Assistant Vice Principal Personal Development Ethos and Culture

2. Reviewed

November 2022

3. Revised

December 2022

Supporting Documents

- Pupil Premium Strategy Document
- Pupil Premium Evaluation 2021-2022
- Teaching and Learning Policy
- Behaviour for Learning Policy
- Equality and Diversity Policy

What is the Pupil Premium Grant?

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

Disadvantaged students are a group comprised of:

- **Pupils who are eligible for free school meals, or have been eligible in the past 6 years, including eligible children of families with no resource to public funds (£985).**
- **Pupils who have been adopted from care or have left care (£2410).**
- **Children who are looked after by the local authority, funding is paid to the local authority (£2410).**
- **Pupils with a parent who: is serving in HM Forces, has retired on a pension from the Ministry of Defence (£320). This funding is to help with pastoral support.**

Based on the number of students on-role, who fulfil the above criteria, the school is given additional funding by the Government; this funding is called the 'Pupil Premium'. Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll. The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Funding Statement.

How should schools spend this money?

The Government allows all schools nationally to identify strategies they can implement in their schools to raise the attainment and progress of their disadvantaged students. The aim of the Pupil Premium is to identify and implement strategies that help to increase social mobility, enable more students from disadvantaged backgrounds to get into the top universities and reduce the attainment gap between the most and least disadvantaged students nationally.

Schools have the autonomy to spend the funds to address the needs of their students and particular challenges of the local context. However, all schools are held accountable for how they have used the funding and the impacts their chosen strategies have had on the outcomes of the disadvantaged students in each cohort. Schools are held to account by the Governing body and external reviews.

Context

Every child has the right to achieve their very best whilst at Charlton school. We are committed to delivering a broad, balanced and knowledge-rich curriculum to enable all students to achieve their best and be well equipped for the future. Our curriculum is enhanced by a wide range of sustained enrichment opportunities enabling students to discover and nurture their individual talents and interests. We celebrate success at all levels. Students are encouraged to apply a growth mindset to both their academic and personal progress.

We aim to not only reduce the achievement gap between disadvantaged students and non-disadvantaged students but ensure that this gap is consistently reduced with disadvantaged attainment meeting national averages for non-disadvantaged learners. **In 2021 - 2022, we had 343 students (29%) who benefitted directly from the disadvantaged strategy. The number of students in receipt of the pupil premium fund increased from 284 in 2021-2022 and again from 267 in 2019-2020.**

We recognise that not all students who are eligible for the Pupil Premium are underachieving and that others may be underachieving and not eligible for Pupil Premium funding. Pupil Premium funding is best used on providing the best quality teaching and learning. This may also benefit other groups of students. (EEF guide to Pupils Premium 2019). It is school policy to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. Our school is fully committed to ensuring the progress of all students and especially those that are disadvantaged.

Total Funding for this year, including the looked after total, is PP for 2021/2022 is **£246,440**. The following on-roll numbers have generated this year's allocation:

		Pupil Premium Indicators						
Cohort Total		Total PPG	% of Cohort	Deprivation	ServiceChild	LookedAfter	Adopted	New to FSM
Year 7	239	77	32.21%	56	11	2	0	10
Year 8	240	68	28.33%	55	7	2	0	6
Year 9	220	72	32.72%	63	5	3	0	3
Year 10	239	76	31.79%	65	5	0	0	8
Year 11	236	50	21.18%	37	6	2	0	6
								0
	1174	343	29.21%	276	34	9	0	33

NB. Some Students may flag more than one indicator

It is school policy that Pupil Premium funding is ring-fenced, to support students who are eligible for this type of support.

Aims

- To provide all students with fair and equal opportunities to achieve their potential in all areas of the curriculum.
- To use extra funding for disadvantaged students to support opportunities and ensure that first-class quality first teaching is provided.
- To identify priorities specific to our school context and design our strategy to remove these barriers to learning and achievement for individuals and groups of students.
- To plan, monitor and evaluate support and intervention in order to secure progress and achievement*.
- To work with external partners and organisations to provide extra support for students with potential barriers to learning and achievement.
- To ensure Governors fulfil statutory responsibilities to make effective use of Pupil Premium funds with the aim of facilitating disadvantaged students to fulfil their potential.
- To support all students who are entitled to the Pupil Premium through the best use of educational research and identified areas of existing good practice (EEF and Sutton Trust)

*Disadvantaged students may have been affected significantly by the school closure due to the Covid 19 Pandemic. The need of disadvantaged students and gaps that may have developed will be addressed by the school's Pupil Premium Strategy and Catch-Up Plans working alongside the National Tutoring Programme and Academic Mentors.

How did we decide how to spend the Pupil Premium Grant?

The process of decision-making on Pupil Premium spending starts with diagnosing the challenges for our disadvantaged learners we then use strong evidence to the implementation of strategies and continually monitor and evaluate those strategies in action. In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Education Endowment Foundation 'Pupil Premium Menu'
- Education Endowment Foundation 'Using your Pupil Premium funding effectively'
- Education Endowment Foundation 'Guidance Reports'
- Education Endowment Foundation 'School Improvement Planning'
- Education Endowment Foundation Teaching and Learning Toolkit
- Sutton Trust report: "The Pupil Premium: Next Steps"
- National Literacy Trust

The barriers and challenges disadvantaged students face are complex and varied. There is no single difficulty faced by all. However, we have identified key challenges that we believe are particularly relevant to our disadvantaged children in our context.

- Gaps in learning due to periods of school closure
- Attainment in English and Maths
- A lack of student independence and resilience and identify self-regulation in KS3 Maths
- Knowledge and application of tier 2 and tier 3 vocabulary
- Emotional Health and Wellbeing
- Attendance data over the last 2 years indicates that attendance among disadvantaged students has been between 4 to 5% lower than for non-disadvantaged students.

We allocate our Pupil Premium Grant to resources that aim to close the gaps in these areas. The school's Pupil Premium Strategy outlines current developments in school which enable effective use of funding. We have categorised our strategies into three areas:

- Teaching
- Targeted Academic Support
- Wider Strategies

The impact of the use of the Pupil Premium Grant is reviewed termly by the Senior Leadership Team and Governors. The action plan detailed below includes evaluation of the previous years strategy.

Teaching Strategies									
Measure	Description	Success Criteria	Evidence and rationale for choice	Staff	Cost	Date	Spring	Summer	Autumn
All departments to be fully staffed with well-qualified subject specialists.	Quality First Teaching will improve outcomes and progress for PP learners in all subjects including developing reading in curriculum areas. At the end of 2020 88% of teaching was graded as good, this has been identified as an area for improvement.	100% of teaching is consistently Good. Any teaching that requires improvement is identified through robust monitoring systems and support is structured, supportive and effective. No teachers are delivering outside of subject specialism.	<i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to continually improve. (EEF research 2019) To ensure all PPG pupils experience high quality teaching. EEF (Education Endowment Foundation)</i>	MCA	£33,092	Jan 2024	All staff teaching within their subject specialism. 80% of departments graded as good or better in terms of implementation in department reviews.		
Retention of outstanding teachers and middle leaders.	To ensure high quality of education for all learners including PP learners by retaining outstanding teachers and middle leaders.	Maths and English departments to be fully staffed with subject specialists. Teachers delivering within their area of specialism or second subject across core subjects. Teachers delivering within their area of specialism or second subject across all subjects.	<i>Recruiting and retaining teachers particularly to disadvantaged schools is challenging. (Sir Kevan Collins – EEF) Expert teachers positively impact upon learning (EEF Guide to Supporting School Planning)</i>	MCA	£1,938	Sept 2022 Jan 2024	Maths and English departments fully staffed with subject specialists.		
Additional staffing in English and Maths to support interventions and allow for flexible grouping.	Increased staffing to enable small group intervention during timetabled lessons 12 hours of teaching time per fortnight allocated to small group interventions to support PP learners in Y7 and Y8. QLA informed classroom-based intervention. Flexible grouping approach to enable students to be allocated to temporary groups where a small number of students share the need for more explicit instruction on a particular skill, fact, or concept.	10 additional hours English in Y8, 9 Hours Maths in Y7. Focus on HA PPG EAL and learners with SEND Increased focus on Y7 and Y8 Cohort following the potential widening of the gap due to blended learning during periods of home learning. Make teaching the most able students a top line priority. Improve challenge for HA PP learners from 2019/2020 (P8 -0.74)	<i>Small group learning as a way to meet differing learner needs without reducing the total amount of teaching time that pupils receive (Individualised instruction – EEF Toolkit) Reducing class size appears to result in 3+ Months of progress when groups are smaller than 15. (Reducing class size -EEF, Moderate impact for high cost)</i>	HIH KCA	£17,496	March 2021 Jan 2022	Reduced class size in English and additional time in both Maths and English. Increased level of challenge and support based on targets rather than prior attainment.		
Engagement with the ECF programme through Best Practice	CPD programme for ECT and early career teachers to support quality first teaching of PP learners.	100% of early career teachers graded as good or better by the end of their induction and coaching programme. Any teaching that requires improve-	<i>Quality first teaching of early-career staff is identified in the EEF research as an effective impact of PP funding spending.</i>	GAL	£2,775	Jan 2022	100% ECT's on track to successfully pass their induction programmes. Lesson visit data shows		

		ment is identified through robust monitoring systems and support is structured, supportive and effective.					their teaching practices are improving with focused areas for improvement through mentoring, coaching and peer observations.
RADY Professional Learning Platform and Coaching	Telford And Wrekin Remote Coaching programme ensures 3.5 hours per half term of support from a coach. Access to the Professional Learning Programme (PLP) for 12 months	Implementing the RADY pledge. Including a target uplift and prior attainment adjustment Ensuring the school's tracking and monitoring system more accurately reflects any 'live' gaps. The PLP is based around six recorded training modules released half termly throughout the academic year and disseminated to all staff through PP department champions during subject development CPD allowing for subject specific selection of content			£9,165		Launch of RADY in Autumn 2021 and established department leads identified. 5 modules completed.
Rosenshine's principles of effective practice are embedded through the 'Charlton 6' and 'Walkthrough' strategies.	CPD focus on metacognition. Teachers explore Rosenshine's principles of effective practice and embed strategies within their classroom practice. A system of peer review and coaching supports effective delivery and embeds instructional coaching and retrieval. Staff understand this cognitive science and are equipped with strategies that have been proven to support meta-cognition in the classroom.	CPD and appraisal cycle 2021-2022 continues to embed Rosenshine's principles in action and 'Walkthroughs'. All teachers are engaged in personalised CPD. The instructional coaching process is embedded within the appraisal system (CPD log evidence, observations, work scrutiny, student voice) and demonstrates continual development of professional principles and practice. Staff have access to National College CPD which can be accessed remotely. Learners develop robust schema and fluency in storing and retrieving information from their long-term memory. Application of strategies to 'solve the learning problem' trialled in coaching triads.	<i>Cognitive strategies are the 'bread and butter' of effective teaching. Cognition is the mental process of knowing, understanding, and learning. Metacognition refers to the way's pupils monitor and purposefully re-direct their thinking and learning. (EEF Guide to Supporting School Planning) Metacognition and self-regulation approaches have consistently high levels of impact (EEF Toolkit)</i>	GAL	£2,775	Jan 2022	Staff have completed learning logs on whole class CPD to provide as evidence towards appraisal cycle. These principles have been incorporated into the Charlton 6, which contains our key features of T&L. Lesson visit data shows an improving picture in areas with more staff moving towards secure in these areas. Department reviews and learning walks also show that retrieval practice in particular is being embedded across the school.

Purchase of stand-ardised diagnostic assessments.	Training will be provided for staff to ensure assessments are interpreted correctly to inform classroom-based intervention.	Teachers are aware of individual progress/attainment and targets and act quickly to close emerging gaps through in class intervention. Teachers take prompt action to inform middle/senior leaders of any areas where a child's progress or performance may be directly or indirectly affected by social or economic disadvantage.	<p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</i></p> <p>Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF</p> <p><i>Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)</i></p>		£19,000		<p><i>Assessments have taken place for Y7-Y9 students.</i></p> <p><i>Outcomes have been used to inform groupings for Lexo-nic reading interven-tion and Maths tutoring (through academic mentors).</i></p>
Data tracking system evaluation and re-view	The Data tracking system will be evaluated and reviewed ensuring effective implementation in all curriculum areas to identify underachieving students. This information will provide robust data to drive intervention support and improve outcomes for disadvantaged learners, including Mathematics and English. Classroom intervention plans are developed to support disadvantaged learners who are not making expected progress	Teachers know the academic challenges their disadvantaged learn-ers face and plan to close gaps as a result of regular low-stakes diagnostic assessment in the classroom. All learners are carefully placed within the classroom and identified on seating plans. Outcomes of PP focused learning walks and book scrutiny show effective identification of PP students and sub-groups and classroom-based intervention to maximise potential to close learning gaps.	<i>Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)</i>	VEJ	£38,363	Jan 2022	<p><i>Focus on upskilling CL's to analyse department data and use to further inform appropriate interventions. At classroom level teachers are aware of PP learners and use assessment to identify, target and close emerging gaps particularly relevant to gaps in learning.</i></p> <p><i>CPD has been deliv-ered and depart-ment time allocated for staff to analyse their class data.</i></p>
Enhancement of Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	White Rose resources implemented to embed Mastery ap-proach across the Maths curriculum.	<p><i>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i></p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p><i>To teach Maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex</i></p>		£7,500		<p><i>White Rose re-sources are now being use across the department and have been observed in SLT Drop in's and department reviews.</i></p> <p><i>Teaching of Mastery and engagement with the Maths Hub have not yet be-come embedded.</i></p>

			<p>mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) </p>				
<p>Identifying gaps in curriculum knowledge, skills and application through effective diagnostic questioning, testing and formative/summative assessment. Implementation of standardised assessments in KS3.</p>	<p>Sharing of strategies to further support PP learners with all staff.</p>	<p>CPD Summer 2022 in which classroom strategies are shared enabling: High challenge low threat assessment. (Diagnostic classroom testing identifies gaps in knowledge and enables individualised instruction) Targeted questioning Feedback (Prioritising PP) and dedicated time for improvement and reflection and CTG. Carefully considered seating plans and flexible grouping.</p>	<p>PP learners gain high quality feedback (EEF high impact, low cost based on moderate evidence).</p> <p>Dylan William suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards.</p> <p>Tom Sherrington in 'Rosenshine's Principles in Action' states that, "one main purpose of weekly and monthly review is to ensure that previous learned material is not forgotten – to attenuate the natural rate of forgetting" Following COVID we have conducted KS3 numeracy and literacy testing for all students to identify gaps in knowledge and skills.</p>	CL's FOJ GAL	£3,665	April 2021	<p>Shared with all staff Jan 2022. CPD With CL's and Governors 30th July. Whole school, CPD PD Day Sept 2021. Whole school twilight CPD June 2022.</p>
<p>Cognitive and Metacognitive strategies</p>	<p>Appointment Pupil Premium Champion (TLR 3) Identified outstanding classroom practitioner to support T and L particularly with a focus on the development of knowledge organisers, strategies to reduce gaps in knowledge caused by COVID19 lockdown and Daily, weekly, and monthly reviews of materials embedded into learning, underpinned by retrieval practice homework.</p>	<p>Knowledge organisers in all departments Learners know how to use knowledge organisers to plan, monitor and evaluate their learning. A culture of high challenge, low threat is embedded through retrieval practice. Daily, weekly, and monthly reviews of materials are embedded into learning, underpinned by retrieval practice homework. Learners developed the skills of metacognition and self-regulation.</p>	<p>Graphic organisers are used to organise knowledge, concepts, and ideas. Extensively researched with pupils of SEND. They can be effective tools for supporting learning. Metacognition and self-regulation -EEF High impact for very low cost.</p>	TLR3	£1,078	May 2022	<p>Knowledge organisers under development, available to view on school website.</p> <p>The use of these has been promoted to students and parents, including a recorded tutorial.</p> <p>Small group intervention for PP students took place before the exam season and is planned for current Y11. Positive impact on progress was seen. APS 21 to APS 26 with those targeted.</p>
<p>Literacy Co-ordinator and Increased Li-</p>	<p>Increased confidence in Oracy through explicit teaching of debate and discussion.</p>	<p>Literacy objectives and strategies further developed and embedded with teaching staff to improve consistency</p>	<p>Monitoring and assessment of literacy skills will be required to identify the needs in each school, but the</p>	PHR HIH	£833	Sept 2021	<p>Opportunities for Oracy built into every scheme of work. Further check-</p>

Library support and stock	Clear Literacy objectives have been shared with all staff and further embedded. Small group literacy intervention. Marking and planning documents amended to highlight literacy putting reading at the centre of the curriculum. Work with the SENCo to provide high quality literacy interventions for struggling learners including EAL and learners with SEND.	of approach including: Whole-school approach to Oracy Celebrating Literacy Bedrock Vocabulary CPD consistent across LCT DEAR and AR review to inform diagnostic approach to intervention. Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress. High quality one to one and small group tuition in Literacy.	majority of children will have spent less time reading, writing, speaking, and listening during lockdown. Evidence from the Education Endowment Foundation (EEF) suggests that school closures are likely to have greatest impact on financially disadvantaged pupils and we could see a widening of the attainment gap. Children eligible for Free School Meals and Pupil Premium are therefore especially likely to benefit from targeted interventions. (National Literacy Trust) The National Literacy Trust states that 1 in 11 children and young people say they do not have a book of their own at home. This rises to 1 in 8 for disadvantaged children.			Jan 2022	ing and monitoring of impact required. Trialled in RE, EA, History and PD Autumn 2022 Habits of discussion to be implemented whole school by Jan 2022.
	Appointment of full-time librarian (previous year 10 hours per week). Library lesson timetable developed to promote reading for pleasure and to increase success by surpassing the “magic of 15” research. PP funding is used to improve the Library environment and stock.	Increased library stock with a particular focus on Diversity and high interest low challenge books to engage reluctant readers and EAL learners. Increase in books loaned from the library by PP, EAL and learners with SEND.			Catch up fund	Sept 2021	Increased library stock with a particular focus on Diversity and high interest low challenge books to engage reluctant readers and EAL learners. Increase in books loaned from the library by PP, EAL and learners with SEND.
Accelerated Reader	To increase reading proficiency of pupils at KS3. This scheme is designed to improve reading and comprehension as measured by an increase in learners reading age.	Timetables for STAR reading. STAR reading tests inform reading intervention programme. Improved reading proficiency of PPR pupils relative to peers. Use of accelerated reader diagnostically for the identification of learners in need of intervention, most especially on transition into Y7 and EAL learners with proficiency of A-C.	Reading comprehension strategies – EEF High Impact for low cost	HAT PHR	£7,500 Partially funded by catch up budget	Jan 2022	High interest/low readability Accelerated Reader book packs (various packs) To raise reading ages by providing high interest accessible books that are integrated in to the accelerated reader system.
To embed disciplinary literacy in all departments.	Head of English and Literacy Coordinator to work with Subject Leaders to create Disciplinary Literacy Development Plan for departments. Map and agree typical literacy practices across the curriculum. CPD on whole school non-negotiable literacy practices.	Opportunities to develop disciplinary literacy are mapped across the curriculum. Whole school non-negotiable literacy practices are agreed, embedded, and monitored. Disciplinary literacy for reading, vocabulary, reading & writing and	EEF Teacher Toolkit demonstrates that Reading Comprehension Strategies equate to 6+ months impact on student attainment. As Alex Quigley says, ‘Our pupils’ success will be defined by their ability to read fluently and skilfully.’	HIH	£833	Jan 2022	Whole school non-negotiable literacy practices are agreed, embedded, and monitored. Disciplinary literacy for reading, vocabulary, reading & writing and structured talk is devel-

	<p>Monitor the use of whole school literacy practices and provide targeted CPD where the need is identified.</p> <p>Work with departments to provide subject specific CPD on Disciplinary Literacy</p>	<p>structured talk is developed in all subjects eg agreed features, aims and conventions of good writing within each subject.</p> <p>Subject Leaders and teachers are aware of their department's strengths and areas for development.</p>					<p>oped in all subjects eg agreed features, aims and conventions of good writing within each subject.</p> <p>Subject Leaders and teachers are aware of their department's strengths and areas for development.</p>
Numeracy Co-ordinator	<p>Appointment of Numeracy Co-ordinator to support numeracy across the curriculum and one to one and small group interventions.</p>	<p>Dedicated morning numeracy time for all students in form weekly.</p> <p>Numeracy coordination enables mapping of numeracy opportunities across the curriculum against the taught Maths curriculum to maximise opportunities for spiral learning and retrieval.</p> <p>Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.</p> <p>High quality one to one and small group tuition in Maths.</p>	<p>"Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment" (EEF: Closing the Attainment Gap)</p>	KAG	£833	<p>Sept 2021</p> <p>Sept 2021</p> <p>Jan 2022</p>	<p>Numeracy Coordinator in place from Jan 2021. Intervention groups in Y11 established for PP and EAL students.</p> <p>Numeracy sessions for Y11 students on rotation with literacy sessions.</p>
Barriers to learning these priorities address.		<ul style="list-style-type: none"> • Gaps in learning due to periods of school closure • Performance in English and Maths at GCSE • Lack of student independence and resilience in KS3 Maths • Knowledge and application of tier 2 and tier 3 vocabulary • Emotional Health and Wellbeing • Improve attendance for disadvantaged learners 					
Spending		Teaching Strategies Spending = £146,805					

Targeted Academic Support									
Measure	Description	Success Criteria	Evidence and rationale for choice		Cost	Date	Spring	Summer	Autumn
Further provision of resources to ensure all disadvantaged learners have equality of access to extended learning (Homework and home learning)	<p>An internal survey has demonstrated that Disadvantaged learners are less likely to have access to devices to support home learning. This includes access to Wi-Fi.</p> <p>Devices that allow Teams lessons will ensure that all learners have access to remote learning.</p> <p>Increased access to learning software will allow students to close gaps in learning.</p> <p>Training of staff to deliver distance learning to disadvantaged learners via Teams and to ensure that the lessons reduce gaps in knowledge.</p>	<p>Year 10 and 11 disadvantaged learners have access to an appropriate learning device.</p> <p>Provision of tablets to disadvantaged EAL learners in Year 7 to support remote learning and transition.</p> <p>Century Tech engagement tracked and monitored for all students.</p> <p>GCSE Pod engagement tracked and monitored (7-11)</p> <p>All PP learners have access to basic stationery including scientific calculators.</p>	<p><i>Use of digital technology to deliver individualised learning activities. Individualised instruction involves different tasks for each learner and support at the individual level (EEF) Ensuring access to technology is key, particularly for disadvantaged pupils. Ongoing changes to technology platforms may also mean that sustained CPD is necessary -EEF Guide to Supporting School Planning.</i></p> <p><i>31% of those with the lowest incomes had not been able to spend anything on their child's learning from home since September 2020, while 29% of those on the highest incomes had spent more than £100. (Sutton Trust)</i></p>	VIA MAC FOJ	£2,283	Jan 2022	<p>All Y10 and Y11 PP students as well as all EAL students (Comp A and B) have access to a digital resource. 79% of PP students are regularly accessing century tech. Those with no participation have been loaned laptops (1 needed Wi-Fi) to remove barriers to learning.</p>		
Ensuring access to targeted interventions sessions to support GCSE examinations.	<p>Out of hours study support (Lesson 6) provides additional study facilities to Year 11 learners to assist in examination preparation alongside weekend and holiday sessions.</p> <p>Learners are identified and appropriate intervention selected through the Horesforth quadrant within Y10 and Y11.</p>	<p>Identified learners are targeted for additional lesson 6 small group support by curriculum areas.</p> <p>Weekend and holiday sessions to support grade 3 to 4 and 4 to 5 learners in English and Maths, Technology, History, and Languages.</p>	<p><i>On average pupils make two additional months progress per year from extended school time, there is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. (Extending school time EEF)</i></p> <p><i>Small group tuition requires less staff time to deliver to the same number of pupils and therefore also reduced costs. (EEF Guide to supporting school planning)</i></p>	VEJ	£10,629	<p>March 2021</p> <p>Jan 2022</p>	<p>Participation has increased from 6% PP – 9% PP from the Spring to Summer Term in English. A bigger improvement was seen in Maths growing from 12% to 29% in the Spring term. To be monitored throughout the Autumn term by AVP Data and Achievement. Strategy under review from Autumn 2022</p>		

School Led Tutoring	Funding is allocated for around 60% of students, in Years 7 to 11, eligible for Pupil Premium. 75% of the cost is subsidised in academic year 2021/22. 25% will be funded through the Pupil Premium grant.	Outcomes for targeted students improve in Ebacc subjects. Students are selected based on need and ATL using the horesforth quadrant.	<i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (EEF: Closing the Attainment Gap) Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind (Small Group tuition EEF Toolkit) Moderate impact, moderate cost.</i>		£14,300		Evidence of impact shown in 2022 re-sults. P8 improvement from -1.32 at Y10 mocks to -0.85 in exams for PP boys and from -0.46 to -1.14 for SENDK PP students. WBRI Boys (targeted group) improved from -2.40 to -1.35.
Academic Mentors	2 salaried members of staff will work alongside existing school staff to provide subject-specific work, revision lessons and additional support in Maths. 5% funded by the Pupil Premium.	Academic mentors work to support students in KS3 Maths. Outcomes in both formative and summative assessments demonstrate positive impact for targeted students.	<i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (EEF: Closing the Attainment Gap) Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind (Small Group tuition EEF Toolkit) Moderate impact, moderate cost.</i>		£29,000		The focus here was with KS3 students and those who were below expected progress during transition. Work to update data and tracking systems will allow further evaluation of impact in 2023.
Nurture and inclusion programme for EAL Learners and those with SEND needs. Including breakfast, homework and reading clubs	The Nurture Centre continues to support identified learners with a key focus on developing literacy, numeracy, Social and Emotional learning, and support with various stages of transition through appropriate and targeted small group and one to one intervention. Learners are timetabled for sessions and supported by key staff who target specific needs. Increase access to the breakfast, reading and homework clubs with support staff to provide additional support and remove material barriers to learning for disadvantaged learners. Opportunities publicised more widely to increase participation.	Assessments are used to identify appropriate students, guides areas for focus and track pupil progress. (LASS, ART, AMT, SDM, DASH, BPVS and YARK) Outcomes used to inform targeted intervention for academic and social and emotional aspects of learning including ELSA, LEGO Therapy and Bedrock. Flash Academy programme purchased to support EAL with A-C competency based on Bell foundation assessment. 10-week tutoring programme of 1:1 intervention used to target LAC. Increased participation in: Weekly Homework club Weekly Reading club Daily breakfast club	<i>SEL programmes appear to be particularly beneficial for disadvantaged or low attaining pupils (Social and emotional learning EEF Moderate impact, moderate cost)</i> <i>Research shows where TA's provide one to one or small group support a stronger positive benefit of 5+ months on average is shown (EEF Teaching Assistants, Low impact, high cost)</i>	SEN-CO	£9,682	Jan 2022 Jan 2022	107 students are accessing Wave 2 interventions in Nurture, 44 of which are PP. Number of PP Students accessing Breakfast Club: 5/8 (62%) Homework clubs: 5/10 (50%) Axiom Club: 4/9 (44%)

Educational Experiences	<p>Coordinated approach to trips and events to ensure that PP learners can access all experiences. Pupils have equal access to cultural and educational trips as their peers.</p> <p>Funding is available to subsidise costs for educational visits which benefit the most disadvantaged and are designed to build cultural capital. Experience rich opportunities are prioritised to compensate for loss of opportunities to acquire Cultural Capital during periods of home learning.</p>	<p>Strategies are linked to curriculum content and core knowledge to support effective teaching and learning and development of wider cultural capital including but not limited to:</p> <p>Duke of Edinburgh Funding enrolment and equipment, Y7 outward bound residential to the pioneer centre, Aberystwyth sea-side visit, Geography field trip to the countryside, Birmingham City Centre, Theme parks, Trier Germany Trip, Paris, Theatre trips, West Midlands Safari Park.</p>	<p><i>Learners are disadvantaged by their gaps in knowledge because we understand things in the context of what we already know. This prevents them from being able to build complex schemata within their learning and lessons.</i></p> <p><i>Cultural capital, as measured by the type and amount of books children read, the types of television programmes they watch, and whether they go to art galleries or museums, are positively related to their GCSE attainment, over and above the gain they would have from their parents' socioeconomic background alone (Parent Power 2018 Sutton Trust)</i></p>	VIA	£3,000	Jan 2022 Reviewed termly during COVID .	<p>Launch of the PP promise – ensuring all PP students have access to trips and visits and are either fully or partially subsidised. Proportional representation (29%) of PP on all trips expected from October 2021. In 2021-2022 51% of PP students had attended an extra-curricular activity compared to 54% of non-PP students. 35% had attended a trip or visit compared to 41% on non-PP and 91.5 had attended an enrichment activity during the school day. In 2022 60% of PP students had attended a trip or visit in the Autumn term.</p>
Music tuition	FSM learners will receive 10 free music lessons funded by T and W in 2020-2021, funding will be used to ensure there is a continuation of support after their initial taster sessions.	All learners are offered music tuition on an instrument of their choice.	<p><i>Activities have educational value in themselves and also academic links between music and spatial awareness, increased outcomes identified in English, Mathematics and Science. (EEF – Arts participation., Low impact, low cost in relation to academic attainment)</i></p>	WBE	£4,830	Jan 2022	<p>60 students accessing individual music lessons (45% PP). Further target is to increase PP uptake.</p>
Barriers to learning these priorities address.		<ul style="list-style-type: none"> • Gaps in learning due to periods of school closure • Performance in English and Maths at GCSE • Lack of student independence and resilience in KS3 Maths • Knowledge and application of tier 2 and tier 3 vocabulary • Emotional Health and Wellbeing • Improve attendance for disadvantaged learners 					

Spending	Targeted Strategies spending = £73,724 (Budget £71,500)
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Wider Strategies									
Measure	Description	Success Criteria	Evidence and rationale for choice	Who	Cost	Date	Spring	Summer	Autumn
Improve attendance of disadvantaged learners so it matches that of other learners – (non-COVID related)	Attendance, including Persistence Absence levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need, including the role of the EWO, Pastoral Lead, Form tutor, effective communication with parents, attendance reports and rewards. This is further enhanced by the work of the Pastoral Managers. All absent disadvantaged pupils to have first day contact in event of absence. Development of the attendance tracker to provide statistical information to parents via the school comms system.	Further improve attendance for PP learners and close the gap between PP and Non-PP utilising a wider team to focus on PP attendance to support the most disadvantaged learners throughout COVID 19 (Pastoral support and intervention). 2020 PP 90%, Non-PP 94%. Improve PP attendance to match non-PP moving towards national average. Analysis subgroup by characteristic to inform targeted support for identified groups. Decrease the number of disadvantaged learners who are persistently absent from 34% PP in 2020 to match Non-PP 21%.	<i>Attendance for disadvantaged learners is below other learners. In 2019/2020 the gap overall closed as a result of the EWO working closely with families and individuals.</i> <i>In 2019/2020 where attendance was below 85% P8 is significantly lower at - 2.05 for disadvantaged learners.</i>	LEV	£19,535	Jan 2022 Sept 2021 Jan 2024	Attendance procedures have been reviewed to ensure first day contact with vulnerable PP learners. Due to COVID 19 attendance gap has widened: Current NON-PP 94% PP 88% (Gap 6%) although this has improved from 2021 when 91% NON -PP compared to 87% PP. PA 140 PP students have average attendance of 72%.		
Reduce risk of exclusion for disadvantaged learners	External agency working with pupils at risk of exclusion. Improving social and emotional skills of disadvantaged pupils most at risk of exclusion.	Bright Star Boxing Academy, work with learners to gain confidence, skills to deal with anger and emotions, qualifications in first aid, leadership discipline and focus. Fordhall Community Land Initiative work with young people on	<i>SEL programmes appear to be particularly beneficial for disadvantaged or low attaining pupils (Social and emotional learning EEF Moderate impact, moderate cost)</i> <i>EEF – Behaviour intervention Reduce the risk of exclusion of most vulnerable,</i>	WPA	£4,025	Jan 2022	Exclusions for week 1-7 of 2021 have reduced significantly from 2020 and 2019. 2019 – 49 (23) 2020 – 49 (28) 2021 – 21 (13) 2022 – 54 (37)		

		the brink of exclusion from school. Blue Skies project through Jon Egging trust for Y7-Y9 identified learners to Improve confidence and self esteem	<i>disadvantaged students. Positive behaviour reinforcement supports achievement of all learners including disadvantaged learners. (EEF Toolkit +3 Months impact)</i>				A significant number of those excluded are PP. 62% of those accessing AP are PP. Further target to reduce % of PP exclusions.
Pastoral Mentoring	Pastoral Managers will meet with Pupil Premium students termly and contact their families, providing support and intervention. Weekly pastoral meetings with the EWO, Pastoral Administrator and VP Safeguarding and Behaviour result in improved attendance and engagement for PP learners.	Pastoral Managers to develop 'Pastoral Intervention Plans' to ensure there is a higher level of in school support for vulnerable PP learners and hold termly mentoring sessions. Pastoral staff to be in a dialogue with PP parents to win hearts and minds of most challenging families.	<i>Mentoring aims to build confidence, develop resilience and character, or to raise aspirations, rather than to develop specific academic skills or knowledge. (Mentoring, EEF Toolkit) Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions rather than focussing directly on the academic or cognitive elements of learning. (EEF Social and Emotional Learning 4+ Months)</i>	LEV	£11,675	Jan 2022	Pastoral Intervention Plans and MHC mentoring are in place. These target the most vulnerable PP learners. Further targets are to expand to all PP learners. 62 students currently have a MHC (32% PP)
Monitor and support the wellbeing and mental health of disadvantaged learners	Emotional Health and Wellbeing lead supports learners through Wave 1 provision during PSHE and Personal Development. Strategies are shared through development of school website to support both staff and student's mental health and wellbeing. Appointment of school counsellor to increase capacity for support to 2 days per week to support learners who are identified through the EHWP internal panel. Where a referral for external support is identified EHWP Lead and SENCO liaise with a range of outside agencies who provide further levels of support for learners who may find accessing their learning difficult due to social and emotional issues (Relateen, CAMHS and LCT Behaviour Support worker)	Clear systems in place to track and monitor referrals. Graduated approach applied to Mental Health though liaison with SENCO. Internal referral system to ensure resources are best deployed to meet needs. Pastoral staff trained in Mental Health First Aid and trained to offer wave 2 intervention for EHWP through 3 week mentoring programme. Students better informed of where to go for support and how to manage their own mental health and wellbeing. Increased support in response to COVID 19 trauma.	<i>EEF Toolkit Impact +4 Months for Emotional and Social Support In response to COVID 19 meaningful and manageable assessment will be crucial, a common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. (EEF Guide to supporting school planning)</i>	VIA WIA	£6,395	Jan 2021-2024	Increased capacity to 2 days for external counsellor. Working to educate parents is identified as a further area of focus. Summer 2022: 162 students active on the EHWP Panel (41% PP) (11% PP/SEND) Autumn 2022: 67 pupils active (31 of whom are disadvantaged) 46%
Parental Engagement	A range of parental sessions to be held over the academic year targeting key areas of support to ensure a good	Feedback from parents outlines positive engagement with school. Engagement in parents' evenings	<i>Increasing parental engagement in primary and secondary schools had on average two to three months positive impact. (EEF Toolkit)</i>	VIA	£1,115	Sept 2021	Parent's evenings are now face to face following virtual due to COVID guidance.

	<p>partnership between home and school. During periods of school closure parents' evenings and open evenings will be conducted by Microsoft TEAMS where physical appointments are not possible. Where PP parents have not requested contact, they will be given a curtesy call from core subjects and or tutors. Promote PP, FSM and MCAS to parents.</p> <p>Materials supporting exam techniques shared to encourage parental engagement.</p> <p>Parent learner groups meetings through 'family learning' to support those who are new to English.</p> <p>All letters and communications to be available on the school website where they can be translated into any language.</p> <p>Intensive programmes for families in crisis.</p>	<p>continues to improve for PP families.</p> <p>More extensive use of text messages to communicate with parents.</p> <p>Approaches which aim to develop parental skills such as literacy, English Language, and IT skills, particularly aimed at EAL families who are new to Telford.</p> <p>Parent survey outcomes reflect positive engagement with the school.</p> <p>MCAS access measures show improvement from 2019/2020.</p> <p>Personalised messages are sent where possible, being aware of parents' varying literacy levels and the need for translation.</p> <p>Weekly good work shoutouts shared on social media and commendation letters sent.</p> <p>Develop a routine for excellence which plans communications with families across the academic year.</p>	<p><i>Avoid, where possible, complex communication about curriculum content, but focus support on self-regulation, such as establishing a quiet place to work, organisation of equipment, and work routines and habits during (EEF Guide to Supporting School Planning)</i></p> <p><i>Re-enforce simple encouraging messages – celebrating success with parents (EEF Guide to Supporting School Planning)</i></p> <p><i>Develop a clear plan for communications with families across the academic year (EEF Guide to Supporting School Planning)</i></p> <p><i>The involvement of parents in their children's learning activities. (Parental engagement EEF, Moderate impact, Moderate cost)</i></p>			<p>Sept 2021</p> <p>Jan 2022</p>	<p>MCAS engagement to be monitored following launch to Y7 cohort. Website has translation feature. Social media participation increased. Parent learner groups started again in the Summer term following relaxation of covid guidance.</p> <p>See analysis of attendance on spreadsheet. Trends of attendance are improving following return to face to face sessions.</p> <p>Charlton Outreach program of parental sessions began in Sept 2022. Attendance has been lower than expected to some sessions, although others have been well attended (Post 16 and T levels)</p>
Engagement with the Behaviour Hubs programme	<p>Role of Assistant Vice Principal Behaviour and attitudes to create behaviour change in disadvantaged pupils whose behaviour is a barrier to learning.</p>	<p>Reduced exclusions and negative incidences of behaviour for disadvantaged learners</p> <p>To ensure whole school behaviour is good in all areas.</p> <p>Vulnerable learners experience a purposeful and calm learning environment.</p> <p>Routines for excellence to promote consistency of expectations across the school.</p> <p>Increased engagement in learning of Disadvantaged learners measured through ATL comparison</p>	<p><i>Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils including those with SEND (EEF Guide to supporting School Planning)</i></p>	WPA	£16,047	<p>Jan 2021</p> <p>July 2021</p> <p>Jan 2022</p>	<p>ATL data shows an improvement of behaviour in lessons from the autumn term for Y9 (2.11 in Aut 1 2021 to 1.82 in Sum 1, Aut 1 2022 stabilised at 2.0 – Good) This is a year group who have been targeted due to historical behaviour patterns. SEND has also improved in Y9 from 2.00 to 1.91 in Sum 1 2021–2.04 in Aut1 2022)</p> <p>Whole school ATL Data shows a gap of 0.2 (PP 2.06 NON-PP 1.8)</p>

		tive data.					
Individual support funds aspects including transport uniform, and other personal circumstance	All pupils feel included and physically part of the school.	Uniform sourced on request. £75 maximum spend per child. Promotion of the uniform swap shop to PP families Bus passes funded on request. Sanitary products provided on request to reduce period poverty.	<i>Pupils feel part of the school and reduce anxieties about difference. EEF – Very low impact based on very limited evidence, vital for belonging.</i>	HUK	£2,681	Jan 2021-Jan 2022	Spending Monitored through in house software 'teaching companion' staff CPD to raise awareness of individual support funds.
Aspiration interventions.	Aspire to HE appointment to support learners' aspirations for University and ensure appropriate exposure to HE opportunities for targeted Y9-Y11 learners through engagement with initiative.	Target 20 opportunities through Aspire e.g. Study skills sessions for Y10 and Y11 learners to help with prioritising workload and differentiating between homework and revision. 'Cultural Awareness Day' at Aston University and the Birmingham area for 20 students.	<i>Telford is below the national average for learners accessing university education.</i>	BTI	£1,078	Jan 2022	Sessions include: Y8 and Y9 Resilience (positively MAD), Y11 Aspire to HE/Careers/Exam Skills and how to deal with Exam Stress (positively MAD), Labour Market Info, Y11 – NCS Live Stream. Y11 trip to Wolverhampton university for a small group of PP learners.
Targeted careers information and guidance through Future Focus to reduce the number of disadvantaged learners recorded as NEETs	Future Focus independent careers, information and guidance for all learners and families. Career aspiration PP Focus	All disadvantaged learners have an agreed destination by June. All disadvantaged learners have settled outcome by March.	<i>All learners have access to unbiased careers guidance. The more informed learners are about their options, the more likely they are to engage in their new course options.</i>	TAT	£2,060	Jan 2022	99% of the 2021 cohort went on to FE or employment. In 2021 the figure was 97.3%. 3 students who did not place. 1 is starting college this week, another took a gap year (was not contactable) and the third is currently being chased by future focus after moving out of area and then returning.
Support for disadvantaged students during transition	All year 6 learners have the opportunity to take part the summer school activity program. Funding is used to subsidise places for disadvantaged learners. The most vulnerable learners are invited to attend an extended transition visiting their new school and taking part in Arts, Sports and Technology activities	Sustain uptake of participation for disadvantaged learners post COVID. Sessions include small group tuition with trained and experienced teachers who will be working closely with Y7 students.	<i>To improve transition to secondary school for most vulnerable pupils. (EEF – Discover summer schools). On average students who attend summer school make approximately 2 months additional progress compared to similar pupils who do not. Greater impact (4+ Months) can be seen when summer schools are intensive and involve small group tuition with trained and experi-</i>	VIA	£6,000	Sept 2021	Summer School well attended in 2021. Funding allocated this year to be used in 2022 as this year was DFE funded. In 2021 46 of 67 PP students attended (68%) In 2022 40% of PP students attended. 30/124.

	prior to transition during the summer term. Family Liaison Officer Dedicated Transition TA to support with SEMH		<i>enced teachers. (EEF Toolkit, Summer Schools)</i>				
School liaison officer	School liaison officer to build relationships with most hard-to-reach families and reduce PA.		<i>Providing a flexible approach to allow parental engagement to fit around parents' schedules. Moderate impact for moderate cost, based on moderate evidence. - (EEF: Closing the Attainment Gap)</i>	EVL	Catch Up Fund		<i>Family Liaison officer appointed to support attendance and decrease PA.</i>
Transition TA Post	Teaching assistant to support Y7 on transition with additional SEMH needs.		<i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (EEF: Closing the Attainment Gap) Interventions which target social and emotional learning (SEL) seek to improve students' interaction with others and self-management of emotions rather than focussing directly on the academic or cognitive elements of learning. (EEF Social and Emotional Learning 4+ Months)</i>	VIA	Catch Up Fund		
Barriers to learning these priorities address.	<ul style="list-style-type: none"> • Gaps in learning due to periods of school closure • Performance in English and Maths at GCSE • Lack of student independence and resilience in KS3 Maths • Knowledge and application of tier 2 and tier 3 vocabulary • Emotional Health and Wellbeing • Improve attendance for disadvantaged learners 						
Spending	Wider strategies spending = £70,611.00 (Budget £70,500)						

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching Strategies	Recruitment of core curriculum staff due to national shortages Ensuring enough time is allocated to allow for staff professional development. Access to whole staff CPD due to COVID 19 measures. Availability of CPD time to deliver high quality programmes and to allow for department collaborative time.	Effective recruitment strategies leading to high quality appointments. School website identifies all the strengths of the schools and promotes our vision and ethos. Use of Inset days to support deliver of CPD. Where sessions cannot be face to face delivery of CPD via TEAMS. Staff can access CPD flexibly due to the use of National College CPD programmes. Department collaborative time has been included in all staff timetables as additional CPD allocated time.
Targeted support	Timetable opportunities for small group interventions Monitoring and evaluating impact of targeted support Access to online resources at home Ensuring enough time for school Maths and English Co-ordinator to support small groups	Interventions at KS3 and 4 are held after school and in the holidays, where face to face sessions are a barrier TEAMS sessions are facilitated. KS4 Year 11 intervention session scheduled from 3.10pm-4pm. Analysis of progress data for all subgroups of learners including disadvantaged and subgroups within the disadvantaged group. (EAL, Ethnic groups, LAC and SEND) Maths and English Co-ordinator not to be allocated a full-time form group to enable morning booster sessions alongside management time.
Wider strategies	Engaging families facing challenges (increased challenges due to COVID) Supporting families to ensure children return to school following COVID lockdowns including addressing anxieties. Supporting parents with home learning strategies whilst they themselves may be working from home or caring for younger siblings. Periods of self-isolation and home learning impacting on attendance. Engaging families in the arts and promoting their importance.	Working closely with the LCT, LA and other local schools on cross-school outreach programme Additional EWO support and appointment to family support liaison role. Communication strategy to include support for parents during periods of school closure. LCT virtual careers fair for all year groups via website. Provide opportunities for parents and learners to understand the vital skills and qualities that they will develop through engaging in the arts. For example, resilience, confidence, and engagement.

School Context
<p>NOR: 1145 compared to NA 960</p> <p>%FSM6 24% compared to NA 28%</p> <p>%SEND Support 12% compared to NA of 10.6%</p> <p>%SEND EHCP under 1% compared to NA 1.6%</p> <p>%EAL 13% compared to NA 17%</p> <p>%Stability 98% compared to NA 92%</p> <p>For middle prior attainers, Overall Progress 8 (-0.5) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018 and 2017. The English element of Progress 8 (-0.5) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018. The mathematics element of Progress 8 (-0.4) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018. Overall Attainment 8 (35.4) was in the lowest 20% of all schools in 2019 as well as in 2018 and 2017. The open element of Attainment 8 (10.3) was in the lowest 20% of all schools in 2019 as well as in 2018 and 2017. Humanities value added (-0.6) was significantly below the national average and in the lowest 20% of all schools in 2019 as well as in 2018.</p>