

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Charlton School
Number of students in school	1183
Proportion (%) of pupil premium eligible students	29%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	A McNaughton Principal
Pupil premium lead	A Vickers Assistant Vice Principal
Governor / Trustee lead	J Styles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,440
Recovery premium funding allocation this academic year	£35,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£288.400

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intent is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. Pupil Premium sits within the heart of our whole school ethos. We are committed to delivering a broad, balanced and knowledge-rich curriculum to enable all students, particularly those who are the most disadvantaged, to achieve their best and be well equipped for the future. Our curriculum is enhanced by a wide range of sustained enrichment opportunities enabling all students to discover and nurture their individual talents and interests.

Evidence-informed quality first teaching is at the centre of our strategy. We have adopted a tiered approach to Pupil Premium spending, improving teaching, targeted academic support, and wider strategies. Our strategy is also integral to wider school plans for education recovery, including use of the Recovery Premium, School Led Tutoring and Academic Mentoring programmes which support students whose education has been worst affected by the pandemic, including non-disadvantaged students. Our approach is responsive to common challenges and individual needs of our disadvantaged students including progress for those who are already high attainers. We have also considered the challenges faced by vulnerable students, such as those who have a social worker and young carers. Our ultimate objectives are to:

- Ensure all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum particularly in English and Maths.
- Act quickly to close any emerging gaps through assessment, classroom-based intervention and targeted academic support.
- Provide outstanding pastoral intervention for disadvantaged students to address barriers of social and emotional health, wellbeing and belonging to achieve ambitious attendance targets.

We will focus on the key challenges that are preventing our disadvantaged students from attaining well. These include attendance of disadvantaged students in all year groups, development of skills in literacy and numeracy and performance of disadvantaged boys, especially those who are SEND K. Our current pupil premium strategy plan works towards achieving these objectives by ensuring robust diagnostic assessment and effective use of data underpins quality first teaching to close any emerging gaps in knowledge or skills; enabling students to realise their academic potential in the classroom. Further targeted academic support includes intervention, small group and one to one tuition, as well as assessment and examination support. Wider strategies target positive emotional health and wellbeing, attendance and belonging.

To support us in our implementation we have adopted a whole school CPD approach and shared responsibility for PP outcomes through the Raising Attainment for Disadvantaged Young People (RADY) pledge.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in learning due to periods of school closure</p> <p>Progress of disadvantaged students from their starting points at KS2</p> <p>Current assessment data shows that there is a gap between the progress that disadvantaged and non-disadvantaged students make at KS4. Although the trend of improvement is positive (-1.19 in 2017 to -0.6 in 2019 to -0.19 in 2021) progress made does not yet meet the national average for all learners. Sub-groups identified as currently underachieving are boys, WBRI and SEND K.</p> <p>Attainment 8</p> <p>Although there is a positive trend of improvement (27.96 in 2017 to 39.81 in 2019 to 40.2 in 2021) A8 does not meet the national average for non-PP learners and progress slowed during 2020 and 2021. In 2021 PP students had an A8 of 40.2 compared with 55.4 for non-PP students with a widening gap of 8.77.</p>
2	<p>Percentage of students achieving 9-5 in English and Maths</p> <p>Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged student performance in English and Maths at GCSE. Our 2021 cohort did not meet the non-disadvantaged national average for Basics 9-5. Attainment in Maths for PP students was on average a grade below their non-disadvantaged peers.</p>
3	<p>In KS3 Maths teachers report a lack of student independence and resilience and identify self-regulation as an area for development. Teachers say that students are too quick to believe they have mastered a skill. Specific challenges identified by students are Geometry and Algebra, including graph work, this is sometimes due to a lack of equipment.</p>
4	<p>Knowledge and application of tier 2 and tier 3 vocabulary remains a priority across the curriculum, some students struggle to use vocabulary fluently in their speech and writing, most especially those who are disadvantaged and EAL.</p>
5	<p>Emotional Health and Wellbeing</p> <p>Our internal tracking data and assessments suggest that the wellbeing of many of our disadvantaged students has been impacted by partial school closures and periods of isolation. 53% of those receiving support for their emotional health and wellbeing are our disadvantaged students, those who have a social worker or are young carers.</p>
6	<p>Improve attendance for disadvantaged learners</p> <p>Our 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.</p> <p>28 - 42% of disadvantaged students have been 'persistently absent' compared to 12 - 27% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p> <p>When disadvantaged students attended more than 95% of the time it led to a 6-point A8 improvement.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Gaps in curriculum knowledge, skills and application are identified through effective formative and summative assessment.</p> <p>Gaps are addressed through targeted in class support, staff use instructional practice and individualised approaches to enable all students to catch up and realise their potential across the curriculum.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students meet the P8 national average for non-disadvantaged learners.</p> <p>2024/25 outcomes demonstrate that the attainment of disadvantaged students meets the A8 national average for non-disadvantaged learners.</p>
<p>Effective use of standardised assessments data in KS3 informs early intervention in Maths and English, including small group and one to one tuition, disadvantaged students are able to catch up and make better than expected progress.</p>	<p>% of 5+ in English and Maths in line with the national average for non-disadvantaged learners.</p>
<p>Mastery is embedded throughout the Maths curriculum. Planning is in line with DfE KS3 and EEF guidance. Students are able to master knowledge and skills and use metacognitive and self-regulation skills to utilise knowledge organisers effectively.</p>	<p>Numeracy assessments demonstrate that disadvantaged students' numeracy knowledge and skills have increased in line with age-related outcomes.</p>
<p>Knowledge and application of tier 2 and 3 vocabulary identified through in-class quizzing and 'Bedrock' vocabulary assessment.</p> <p>Whole school approach to developing vocabulary includes planning for oracy across the curriculum.</p> <p>Vocabulary is mapped across the curriculum.</p> <p>20-minute guided reading session 5 days a week.</p> <p>Targeted small group and one to one interventions support those who are most behind to catch up.</p>	<p>In-subject vocabulary hinge questions, quizzes and summative assessments demonstrate that disadvantaged students know and can use identified tier 2 and 3 vocabulary in their spoken and written work with fluency.</p> <p>Increase the number of disadvantaged students with reading ages in line with their chronological age.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from Student Voice, student and parent surveys and teacher observations.</p> <p>Internal data tracking of those who are receiving support for emotional health and wellbeing shows a positive trend.</p> <p>Significant participation in enrichment activities, particularly among disadvantaged students.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrates that the overall absence rate for all students is no more than 5%, and the attendance gap between disadvantaged students and</p>

	<p>their non-disadvantaged peers being reduced by 3%.</p> <p>The percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 3% lower than their peers.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £146,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
All departments to be fully staffed with well-qualified subject specialists.	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 students experience high-quality teaching. EEF (Education Endowment Foundation)	1,2,3,4
Retention of outstanding teachers and middle leaders.	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)	1,2,3,4
Additional staffing in English and Maths to support interventions and allow for flexible grouping.	Small group learning as a way to meet differing learner needs without reducing the total amount of teaching time that students 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)	1,2,3,4
Engagement with the ECF programme through Best Practice (full provider) and allocation of ECF leaders.	The ECF states that it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching	1,2,3,4
RADY Professional Learning Platform and Coaching.	Implementing the RADY pledge. Including a target uplift and prior attainment adjustment, as well as ensuring the school's tracking and monitoring system more accurately reflects any 'live' gaps. 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. The PLP is based around six recorded training modules released half termly throughout the academic year and	1,2,3,4,5,6

	disseminated to all staff through PP department champions during subject development CPD allowing for subject specific selection of content	
Rosenshine’s principles of effective practice are embedded through the ‘Charlton 6’ and ‘Walkthrough’ strategies to develop students’ metacognitive and self-regulation skills. Action research and review focuses on the impact this has on disadvantaged learners and those who are the furthest behind.	Cognitive strategies are the ‘bread and butter’ of effective teaching. Cognition is the mental process of knowing, understanding, and learning. Metacognition refers to the ways students 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)	1,2,3,4
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly to inform classroom-based intervention.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)	1,2,3,4
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.	<i>Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)</i>	1,2,3,4
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	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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach Maths well, teachers need to assess students’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem	1,2,3

<p>CPD offers (including Teaching for Mastery training). White Rose resources implemented to embed Mastery approach across the Maths curriculum.</p>	<p>solving strategies, and help students to develop more complex 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>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. 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>	1,2,3,4
<p>Embed whole school use of knowledge organisers to identify and target any gaps in knowledge. (Daily, weekly, and monthly review)</p>	<p>Graphic organisers are used to organise knowledge, concepts, and ideas. Extensively researched with students of SEND. They can be effective tools for supporting learning. Metacognition and self-regulation - EEF High impact for very low cost.</p>	1,2,3,4
<p>Literacy Co-ordinator Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Monitoring and assessment of literacy skills will be required to identify the needs in each school, but the 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 students 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) Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)</p>	1,2,4
<p>Accelerated Reader To increase reading proficiency of students at KS3. This scheme is designed to improve reading and comprehension as measured by an increase in learners’ reading age.</p>	<p><i>Reading comprehension strategies – EEF High Impact for low cost</i> Timetables for STAR reading. STAR reading tests inform reading intervention programme. Improved reading proficiency of PPR students 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. Increased library stock will support this: <i>The National Literacy Trust states that 1 in 11</i></p>	1,2,4

	<i>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.</i>	
Numeracy Co-ordinator to support numeracy across the curriculum and one to one and small group interventions. (£690)	“Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment” (EEF: Closing the Attainment Gap)	1,2,3

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

Budgeted cost: £71,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further provision of resources to ensure all disadvantaged learners have equality of access to extended learning (home-work and home learning)	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 students. Ongoing changes to technology platforms may also mean that sustained CPD is necessary - EEF Guide to Supporting School Planning. 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)	1,2,3,4
Ensuring access to targeted interventions sessions to support GCSE examinations. Including academic tutoring.	On average, students make two additional months progress per year from extended school time, there is some evidence that disadvantaged students benefit more, making closer to three months' additional progress. (Extending school time EEF). Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
School Led Tutoring (NTP) in English, Maths, Science, Humanities and MFL for disadvantaged learners.	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.	1,2,3,4
Appointment of 2 academic Mentors to support Maths.	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.	1,2,3,4
Nurture and inclusion programme for EAL Learners and those with SEND.	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	1,2,3,4,5,6
Educational Experiences Coordinated approach to trips and events to ensure that PP learners can access	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	1,2,3,4,5,6

<p>all experiences linked to curriculum content and core knowledge to support effective teaching and development of wider cultural capital</p>	<p>lessons. Cultural capital, as measured by the type and number 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' socio-economic background alone (Parent Power 2018 Sutton Trust)</p>	
<p>Music tuition Students receive 10 free music lessons funded by T&W. Funding will be used to ensure there is a continuation of support after their initial taster sessions.</p>	<p>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)</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £70,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of disadvantaged learners so it matches that of other learners	In 2020/2021 where attendance was below 85% A8 is significantly lower at -3.8 for disadvantaged learners. Students whose attendance was 95% attained 5.6 above the average for all disadvantaged students.	1,2,3,4,5,6
Reduce exclusions and negative incidences of behaviour for disadvantaged learners through Social and Emotional Learning.	EEF – Behaviour intervention Reduce the risk of exclusion of most vulnerable, disadvantaged students. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all students including those with SEND (EEF Guide to supporting School Planning). Positive behaviour reinforcement supports achievement of all learners including disadvantaged learners. (EEF Toolkit +3 Months impact) SEL programmes appear to be particularly beneficial for disadvantaged or low attaining students (Social and emotional learning EEF Moderate impact, moderate cost)	1,2,3,4,5,6
Pastoral Mentoring Weekly pastoral meetings to inform mentoring strategy with the EWO, Pastoral Administrator and VP Safeguarding and Behaviour result in improved attendance and engagement for PP learners.	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 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)	1,2,3,4,5,6
Monitor and support the wellbeing and mental health of disadvantaged learners	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 students' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. (EEF Guide to supporting school planning)	1,2,3,4,5,6
Parental Engagement	Increasing parental engagement in primary and secondary schools had on average two to three months positive impact. (EEF Toolkit) Develop a clear plan for communications with families across the academic year (EEF Guide to Supporting School Planning)	1,2,3,4,5,6
Individual support funds aspects including transport uniform, and other	Students feel part of the school and reduce anxieties about difference. EEF – Very low impact based on very limited evidence, vital for belonging.	1,2,3,4,5,6

personal circumstance. To enable all students to feel included and physically part of the school.		
Aspire to HE Support learners' aspirations for University and ensure appropriate exposure to HE opportunities for targeted Y9-Y11 learners through engagement with initiative.	Telford is below the national average for learners accessing university education.	1,2,3,4,5,6
Targeted careers information and guidance through Future Focus to reduce the number of disadvantaged learners recorded as NEETs	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.	1,2,3,4,5,6
School liaison officer to build relationships with most hard-to-reach families and reduce PA.	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)	1,2,3,4,5,6
Teaching assistant to support Y7 on transition with additional SEMH needs.	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)	1,2,3,4,5,6

Total budgeted cost: £288,400

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on students in the 2020 to 2021 academic year. See evaluation of the 2020-2021 strategy statement for evidence of impact alongside success criteria for further detail.

Impact of strategy aims for disadvantaged pupils			
Aim	Target	Success Criteria (Based on 2019 data)	Impact
Progress 8	Further progress towards achieving the national average for all learners of 0.00 for those in receipt of the Pupil Premium.	Diminish difference between PP and Non-PP outcomes closing the gap of 0.40 in 2019. Further improve P8 score of -0.6 in 2019 to exceed the 2019 national average for disadvantaged learners of -0.45 and meet the national average for all learners.	PP P8 improved to -0.26 in 2021 continuing to exceed the national average for PP learners. Trajectory shows progress has been made towards PP learners meeting the national average for all learners.
Attainment 8	Improve outcomes to achieve national	Improve A8 outcomes from 39.81 in 2019 continuing to exceed the 2019 national average of 36.7 for disadvantaged learners.	In 2021 attainment for PP learners increased to 45.28, exceeding the

	average for all learners.	Diminish difference between PP and Non-PP learners at Charlton closing gap of 7.00 from 2019. Outcomes for disadvantaged learners to equal to NA for all learners of 46.7.	national average for disadvantaged learners. Trajectory shows progress has been made towards PP learners meeting the national average for all learners.
% Grade 5+ in English and maths	Percentage of PP achieving 5+ in English and Maths is in line with national average.	Continue to improve % of learners achieving 5+ in English and Maths from 36% in 2019, exceeding the 2019 national average of 24.7% for disadvantaged learners. Diminish the difference between disadvantaged and non-disadvantaged attainment in English and Maths closing the gap of 8% achieving 5+ in 2019. % of 5+ in English and Maths in line with 2020 national average of 43.2% for all learners	In 2021 20% of PP learners achieved 5+ in English and Maths compared to 57.1% of non-PP students. This is In line with the three-year pre-covid average of 22%.
Attendance	Improve attendance for disadvantaged learners	Improve disadvantaged attendance to the national average of 92% Attendance of disadvantaged learners is equal to the national average of all learners 95%	Appointment of FLO and EWO, development of EHWPB tiered approach to supporting students who are most vulnerable and target attendance. Whole school attendance was 93.2% which exceeds the national average of 90%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Self Esteem and Anger Management	Bright Stars Boxing
SEMH	Cross Bar
SEMH	Ford Hall Farm
SEMH	House 1

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	Students are guided via our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as academic mentors to track their progress. Heads of Year and Pastoral Managers offer further support, as required, accessing the services of external agencies and family support.

	<p>We have a graduated response to support students with their emotional health and wellbeing. The universal offer is delivered through wellbeing PSHE and RSE, form tutor mentoring and opportunities for students to develop confidence, resilience, and knowledge within wider school life. We also offer a range of small group interventions and individual counselling where additional support is needed.</p>
<p>What was the impact of that spending on service pupil premium eligible students?</p>	<p>The use of funding to target intervention where a service child's progress, emotional health or attitude to learning has fallen short of expectation has also been used to good effect.</p>

Further information (optional)

To support us in our implementation we have adopted a whole school CPD approach and shared responsibility for PP outcomes through the Raising Attainment for Disadvantaged Young People (RADY) pledge:

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An *uplift*¹ will be applied for all disadvantaged youngsters at the start of the phase of education so that, if all children reach their increased target, attainment will be *equalised*² by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- RADY will form the *Golden Thread*³ through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- We will work to achieve *proportional representation*⁴ for disadvantaged youngsters in all aspects of school life by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life
- By the end of Year 1 of RADY all colleagues within the school will understand what RADY is and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters

Implementing the RADY target approach:

- 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.
- The Professional Learning Programme (PLP) is based around six recorded training modules released half-terminly throughout the academic year and available to all staff to access at their convenience.
- Access to a secure forum and additional Q&A session for the lead professional learner (LPL) in each school.
- Sessions will be delivered by expert trainers (and experienced school leaders) who have a wealth of knowledge on leadership and teaching of disadvantaged youngsters built up over more than six years of supporting schools across all phases in Raising the Attainment of Disadvantaged Youngsters (RADY).

Other activities

- School Led Tutoring - DFE Funded 75%
- Academic Mentoring – DFE Funded 95%
- Summer School – DFE funded TBC. All year 6 learners have the opportunity to take part in the fully funded summer school activity programme. Students take part in Arts, Sports, Numeracy, Literacy and Technology activities prior to transition during the summer term. (in 2020-2021 68% of PP students attended). The target this year is to exceed this.