




Rawmarsh Community School A Sports College

PUPIL PREMIUM STRATEGY STATEMENT

2022/23

RAWMARSH COMMUNITY SCHOOL

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HEADTEACHER: Mr M Turton



Pupil premium strategy statement

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

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	Rawmarsh Community School
Number of pupils in school	1091
Proportion (%) of pupil premium eligible pupils	461 (42.25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Mr Matthew Turton
Pupil premium lead	Mr Mark Newsome
Governor / Trustee lead	Miss Jodie Laing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,015
Recovery premium funding allocation this academic year	£111,504
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£504,519

Part A: Pupil premium strategy plan

Statement of intent

At Rawmarsh Community School, we aim to send every student into an ever changing world *able* and *qualified* to play their full part in it.

To ensure that students leave school 'qualified,' our primary approach is a focus on quality first teaching through research driven CPD at whole school and faculty level, including all system leaders across the school and trust, as well as through collaboration with our partner schools within the trust. This allows us to develop the right teaching and learning approaches that will help meet the needs of all of our students. To facilitate progress and further improve outcomes for our students, we also adopt layers of targeted interventions to remove barriers to learning and support students to achieve their full academic potential.

For our students to become well rounded individuals, we are also committed to ensuring that students leave school 'able' and equipped with the personal attributes that they need to thrive in society. To achieve this, we offer a comprehensive programme of extra-curricular and enrichment opportunities to broaden students horizons and encourage wider participation. With the right blend of academic qualifications and character, we believe that our disadvantaged students can compete for the most prestigious post-16 courses and the most sought after positions within the labour market.

We understand that not all 'disadvantaged' students are socially deprived and underachieving, while not all students who are socially and academically disadvantaged are eligible for Pupil Premium funding. For this reason, we have high expectations of all students, and adopt a 'no excuses' approach towards disadvantage. To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, we have four key intentions:

- Removal of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons, acquiring the knowledge, skills and cultural capital that they need to succeed in life

As a school, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We adopt a whole school approach in which staff take responsibility for the outcomes of all students, and raise expectations for all students.

Quality first teaching is paramount to our belief at Rawmarsh Community School. This is one of the proven ways of closing the disadvantage attainment gap, and at the same time improve outcomes for all. Thus outcomes for all will be improved.

Interventions will be targeted to ensure that disadvantaged pupils are challenged in the work that they are set and as a school we act early and intervene at the point that is identified. This may be, but is not limited to:

- Classroom teacher intervention through quality first teaching
- BRAG marking and bespoke follow up intervention
- Use of form time Core intervention programmes
- After school interventions

The EEF has identified that high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the school. The strategy will focus on equipping all staff with the tools they need to design high challenge, knowledge rich and accessible curriculums across

Assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. Our intention is that all students are able to read to an age-appropriate level and are fluent to ensure they can access the curriculum and make expected progress. Failure to do so will lead to students being incapable of accessing the next stage of the curriculum and falling behind their peers. System leaders identify through assessments and data students for wave 2 interventions outside of the classroom. System leaders and directors ensure that:

- The curriculum is designed to provide high challenge to all students and build upon prior knowledge and learning through a progressive 5 year curriculum
- Data is inputted accurately and efficiently to allow system leaders and SLT to analyse and identify students for intervention. This data is shared with all stakeholders so that all are aware of students identified, their areas of weakness and the progress achieved from these interventions.
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level. All students, particularly disadvantaged pupils and those with SEND will achieve well in national tests.

All students are challenged through a sequential spiralling curriculum which builds upon prior skills and knowledge to help deepen the understanding of every single student through a know more, remember more approach. All students are challenged to ensure that the work they produce is of a high quality and builds in our key non negotiables with regards to the Presentation of Work policy.

As a school, we reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged

Challenges

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

Challenge number	Detail of challenge
1	Learning deficits, as a legacy of Covid-19 still being felt through all year groups: Students from disadvantaged backgrounds were hit hardest by the pandemic. In our school, around 1 in 4 students had to borrow a device to allow them to access online lessons during periods of school closure. For many students requiring ICT support, there were delays in laptops and Chromebooks being available through the government funded scheme. As a school we have been able to re-introduce enrichment and after school activities over the last academic year and are continuing to build and develop this over the next year.
2	Literacy, Numeracy, Vocabulary and Oracy: Students who are below the government's expected level in Reading and Mathematics at KS2 will require immediate catch-up intervention

	<p>to close the gap on their peers. Current Y8 and Y9 students arrived with no KS2 data, the current Y7 are the first cohort in 3 years to arrive with KS2 scores.</p> <p>Basic literacy and numeracy skills are crucial to understanding across all subject areas, as well as being a fundamental life skill. To access a full broad and balanced curriculum, students need to master strong comprehension skills and the four operations. Once these are embedded, and this specific barrier to learning has been removed, then students are able to apply these skills and knowledge to problem solving and application questions.</p> <p>Research shows that, on average, students who are eligible for the Pupil Premium are more likely to have a vocabulary deficit from an early age which widens by the time that they reach secondary school. This is also linked to the capacity for such students to articulate themselves with confidence, clarity and detail. We know that exposure to high quality talk, explicit vocabulary instruction, reciprocal reading and targeted intervention can help to reduce the impact of these barriers.</p> <p>NGRT Testing of our new Y7 intake has indicated that 46.6% of students have a standardised reading score of below 100, and are therefore below the expected standard for reading; 11.2% have a reading age below 7 years. We have also introduced YARK testing this year to further supplement the interventions we currently have and track progress pre and post interventions more intrinsically and forensically. These interventions will enable bespoke intervention to take place, on their particular need, with the end goal being to ensure that they meet age related expectations and ultimately be removed from the intervention.</p>
3	<p>SEMH: We have an increasing proportion of students who are accessing support for social, emotional and mental health needs. This has been exacerbated by the pandemic and demand for support is at an all-time high. For affected students, this can be severely detrimental to attendance, engagement and attainment. We have dedicated counsellors and family support staff within the school who work with students, as well as utilising outside agencies.</p>
4	<p>Cultural Capital: Rawmarsh is an area in which significant economic deprivation exists and, as a result, many of our students do not benefit from the same opportunities to experience culture and the wider world as their more affluent peers. We are striving to ensure that our disadvantaged students receive the same entitlement offer as those from more privileged backgrounds.</p>
5	<p>Parental Disengagement: We know that the vast majority of our parents play an active role in their child's education. However, for a proportion of our parents, this is not practically possible due to commitments with work, caring for dependents or their own physical and mental health barriers. For these parents in particular, we are always seeking to make our communication more accessible. We have introduced online Parents' Evenings, with sessions built into the day for the first time this year to help those who are unable to attend in the evening. We are also running parental engagement evenings throughout the year based around areas such as revision techniques</p>
6	<p>Historic low aspirations within the community: Growing up in an area of low social and economic mobility, has meant a culture of low aspirations for many of our students and their families. We are working hard to ensure that students 'dream big' and hold aspirations that match their true potential.</p>
7	<p>Closing the gap between Pupil Premium and Non-Pupil premium students: The progress of disadvantaged pupils compared to their peers continues to be an area we work on as a school to close the gap. At Key Stage 3, all subjects have rewritten their curriculums to ensure that there is full coverage of the National Curriculum to ensure all students are exposed to all of the curriculum and stretch the more able within every group. Internal assessment data shows a higher proportion of Pupil Premium students are not meeting expected targets, though in Y8 it is showing that this is closing. This is in part due to this cohort being the first cohort working on the new Can Do statements and having no lockdowns during their Secondary education. Y10 and Y11 are still showing long term impacts of the lockdowns and the impact of online lessons and participation.</p>
8	<p>Attendance: The last few years have seen attendance and PA become more of a challenge. As a school we are facing this challenge head on to ensure that we return to pre-Covid levels of attendance and PA. Early identification of students who are close to becoming PA, or those with previous historically low attendance levels are monitored daily. Communication with home and with students is imperative to ensuring that their attendance levels improve.</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>To significantly reduce the impact of the four common barriers to learning:</p> <ul style="list-style-type: none"> ● Literacy ● Numeracy ● Oracy ● Vocabulary 	<ul style="list-style-type: none"> ● Consistent quality first teaching ● Meaningful, high quality feedback ● Impactful and effective intervention ● All students access the full curriculum (including EBacc) ● Students make at least expected progress academically
<p>To develop skills for learning so that students are academically 'qualified' for the next steps of their education.</p>	<ul style="list-style-type: none"> ● A broad and balanced curriculum ● Consistent quality first teaching ● Meaningful, high quality feedback through BRAG marking ● Students make at least expected progress academically through the Can Do statements at KS3 ● Students become mini-subject specialists through the embedding of the Subject Way ● Targeted and bespoke interventions through a wave approach of classroom teacher and pre and post school catch up sessions
<p>To foster personal attributes so that students are 'able' to play their full part in an ever changing world.</p>	<ul style="list-style-type: none"> ● All students are Post 16 ready ● No NEET students ● All students embrace the values of The Rawmarsh Way in their conduct around school ● All students engage with the Rawmarsh Pledge
<p>To enrich student experiences and broaden horizons so that students are well-rounded, active citizens.</p>	<ul style="list-style-type: none"> ● Entitlement offer in place for all ● A broad & inspiring extra-curricular provision ● Outdoor education opportunities for all ● All Key Stage 3 students to have access to peripatetic music lessons ● All students to have access to First Aid training ● Students are open-minded and tolerant
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc Subjects with a focus on maths</p>	<ul style="list-style-type: none"> ● By the end of our current plan, our intentions are: <ul style="list-style-type: none"> ○ An average attainment 8 score where the gap closes to non PP students (Currently 8) ○ An EBacc APS score where the gap decreases from ○ To improve the percentage of students achieving a 5+ in Maths from 32% to 40% ○ To improve the percentage of students achieving a 5+ in English from 34% to 42% <p>Both of these are extremely ambitious improvements.</p>

<p>To improve attendance of all cohorts, particularly our disadvantaged students</p>	<ul style="list-style-type: none"> ● By the end of our current plan, our intentions are: <ul style="list-style-type: none"> ○ To improve the attendance of all cohorts through targeted attendance intervention led by our Attendance manager and System leader for attendance ○ To reverse the declining trend, and gradually improve PA and attendance and head towards levels seen prior to Covid.
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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: **£126,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement a common approach to assessment across subjects through 'Can Do' statements at KS3 and regular formative and summative assessment at KS4.</p> <p>To provide timely and effective feedback through our BRAG marking model.</p>	<p>According to the EEF, feedback remains the most effective tool at our disposal to support students in making progress. As a low cost, high impact strategy, when delivered effectively, students can expect to make up to +6 months progress on average.</p> <p>Staff mark key pieces of work and intervene to ensure support is provided where needed and stretch the more able where needed.</p>	<p>1</p>
<p>To ensure all staff are upskilled where required to deliver QFT whether this be through internal or external CPD</p>	<p>The EEF outlines key mechanisms to ensure that Professional Development is optimised. These mechanisms include:</p> <ul style="list-style-type: none"> ● Building Knowledge - Managing cognitive load and revisiting prior learning ● Motivating staff - Set and agree goals, provide affirmation and reinforcement after progress ● Developing teaching techniques - Instruction Social support, modelling, monitoring and feedback ● Embedding practice - Provide prompt, cues and scaffolding, action planning, monitoring and providing contextual specific repetition 	<p>12, 7</p>

<p>To recruit and retain specialist staff to underpin a challenging, broad and balanced curriculum.</p>	<p>The new Ofsted framework puts huge emphasis on the merits of a broad and balanced curriculum: “International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects.” (<i>Ofsted: Education Inspection Framework – Overview of Research, Jan 2019</i>)</p>	<p>1, 6</p>
<p>To implement continued support through targeted intervention and tracking</p>	<p>EEF research concludes that a reduction in class sizes has an average impact of +2 months progress per student.</p> <p>As a result of smaller class sizes, the frequency and quality of feedback to students should improve, which the EEF believes can have an average impact of +6 months progress per student.</p> <p>Use of Tutor time and after school to work with key cohorts across a variety of subjects including Literacy, Numeracy and the whole of the broad and balanced curriculum</p> <p>Use of Level 3 TA to help support students in danger of failing Core/EBacc subjects. Reviewed regularly after data collections.</p>	<p>1, 2</p>
<p>To offer outdoor education to all as part of our mainstream curriculum so that students become well-rounded citizens who are ‘able’ as well as ‘qualified.’</p>	<p>Although the EEF has downgraded the impact of ‘outdoor education’ on academic progress, we believe that the benefits to wellbeing and cultural capital earned from such experiences sufficiently justifies our continued provision in this area. This position is echoed by a paper published by the Scottish Government who stated that:</p> <p><i>“Such experiences, from early years to adulthood, will help our children and young people to enter education, employment or training with transferable skills required to meet the opportunities and challenges of a rapidly changing world.”</i> https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf</p> <p>Students are offered the opportunity to complete the Duke of Edinburgh qualification through our enrichment programme.</p>	<p>3, 4, 6</p>
<p>To promote the characteristics which are conducive to successful learning through The Rawmarsh Way.</p>	<p>Having a shared set of values which shape the way we learn is, we believe, crucial to underpin our aim to help students leave school ‘able and qualified.’ These values run through our pastoral, academic curriculum and extra-curricular activities and form a common language between staff, students and parents.</p>	<p>6</p>
<p>To improve the quality of teaching and learning in Maths through effective live modelling and innovative use of ICT with introduction of new</p>	<p>According to the EEF Metacognition and Self-Regulated Learning, effective modelling and metacognitive instruction are intrinsically linked, enabling students to transition from novice learners to students capable of independent learning and metacognitive thinking. The EEF clearly states that modelling is more effective when teachers and</p>	<p>1</p>

<p>interactive screens for Maths rooms.</p>	<p>students are engaged in the task being modelled and the model is created in front of students eyes. In this process teachers should be encouraged to “think aloud” (Hartman, 2001) verbalising the metacognitive processes undertaken by experts when engaging with a task.’ (Durrington Research School)</p> <p>The whole maths curriculum has been re-written to lead to a greater understanding of concepts, and a development of mastery skills moving from the pictorial to concrete then abstract representations of the mathematical information.</p>	
<p>Develop retention skills through flashback starters and get ready topics</p>	<p>As part of our 5 year progressive spiralling curriculum, prior knowledge is built upon, introducing students to new content, drawing on prior knowledge and deepening understanding</p> <p>Flashback starters revisit prior topics to develop the retrieval practice of students. Students are encouraged to use their books to retrieve the content delivered previously and apply this to the questions. Misconceptions are identified and dealt with efficiently by teaching staff</p> <p>Get ready tasks are used to refresh memory of a skill or skills that are going to be required as a building block in the main part of the lesson. Again, any misconceptions are dealt with. If it is evident through feedback that this is a whole class issue, staff are able to revisit the whole topic before moving on to ensure the knowledge is embedded and secured.</p> <p>Great quality teaching, building in cognitive and metacognitive techniques and teachers explicitly teaching these</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,2,7</p>

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

Budgeted cost: £99,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve students literacy and numeracy skills through timetabled intervention to remove barriers to learning.</p> <p>To develop a programme of Literacy Intervention for students requiring ‘catch-up’ in Year 9 and beyond.</p> <p>To improve the quality assurance of Literacy</p>	<p>According to the EEF, ‘Reading Comprehension Strategies’ have an average impact of +6 months progress per student, with provision considered to be of very low cost. However, on the scale at which it will be deployed at RCS, the cost will be greater than this.</p> <p>The EEF has not published any guidance on the impact of Numeracy specific interventions.</p>	<p>1, 2</p>

<p>Intervention through the appointment of a Literacy system leader holder.</p> <p>Introduction and implementation of the echo reading programme</p> <p>Use of YARC tests to identify cohorts for Literacy intervention</p>		
<p>To implement a programme of timetabled GCSE intervention to consolidate understanding and address gaps in knowledge including:</p> <ul style="list-style-type: none"> ● After school 'Period 5 lessons and revision ● Before school 'Period 0' booster sessions ● Drop down days ● Use of core P.E time to focus on critical cohorts ● Use of staff under allocation to remove small sub groups to work intensively with students, reducing the teacher:student 	<p>Targeted use of before and after school programmes can have an impact of up to three months progress according to the EEF. It will also improve the retrieval and recall of skills and knowledge.</p>	<p>1,2</p>
<p>To support students with significant barriers to literacy through small group reading interventions.</p> <p>To add capacity and consistency to our small group intervention through the appointment of 2x Level 3 Teaching Assistants.</p> <p>Use of form time to embed reading for pleasure</p>	<p>The EEF reports that intensive support such as group and one to one tuition can have an impact of up to 4 or 5 months respectively. Short, regular sessions over a set period of time have the optimal impact.</p> <p>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p>	<p>1, 2</p>
<p>To address profound gaps in learning through small group tuition across all key stages. Delivered by Heads of departments in core subjects,</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive</p>	<p>1, 2</p>

and through Level 3 Teaching assistants	<p>tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition has an average impact of 4 months additional progress over the course of a year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Continued adaptation of a reciprocal reading model as a quality first teaching intervention	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are targeted, focussed and short.	2

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

Budgeted cost: £167,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an inclusive, personalised curriculum for students with profound barriers to learning.	<p>EEF research suggests that behaviour interventions can result in an average of up to +4 months of progress, while a focus on social and emotional learning can yield up to +4 months of progress on average.</p> <p>Anecdotally, we also know that such provision can safeguard students from potential permanent exclusion and reduce the chances of them becoming NEET.</p>	1, 2, 3, 4, 5, 6
<p>To support the emotional wellbeing of students, where SEMH is a barrier to learning, through our in-house counselling service.</p> <p>To add capacity to our safeguarding team – with the appointment of an additional Safeguarding Officer - in order to manage the increased caseload as a legacy of lockdown.</p> <p>To add to our mentor capacity and use of HUBS to identify and work with key</p>	<p>A study conducted by the University of Bedford's School of Education (Jefferies 2008) highlighted the impact of 'consistency and continuity' for students experiencing emotional difficulties and that regular contact through 'drop ins' was the most effective way to put students at ease.</p> <p>Furthermore, as referenced above, the EEF's T&L Toolkit advocates social and emotional learning which can lead to up to +4 months of progress.</p>	3

<p>students moving through the waves of pastoral and behavioural intervention</p>		
<p>To ensure that communication with parents is timely, effective and meaningful through:</p> <ul style="list-style-type: none"> ● Regular Newsletter ● Virtual Parents' Evenings combined with face to face approaches ● Summative Written Reports ● Transition Programme for Y6 ● Regular Parent Voice ● Innovative and proactive use of the website and social media. ● Parental engagement evenings 	<p>EEF research informs us that strategies to improve parental engagement can have an impact of up to +4 months progress for moderate cost.</p>	<p>5, 6</p>
<p>To recognise students' achievements and celebrate success through a culture of rewards including:</p>	<p>Praise and reward is central to what we do and, anecdotally, we know that celebrating success breeds confidence, aspiration and high expectations.</p> <p>Although research conducted by the EEF into increasing pupil motivation via extrinsic initiatives such as financial incentives seemingly has an inconclusive impact on attainment, due to a limited number of studies, we believe in appealing to and developing students' intrinsic motivations. We do this through reinforcement of positive language, celebrating success in a public forum and by linking the impact of rewards to the bigger picture of becoming an employable, well rounded citizen.</p>	<p>6</p>
<p>To develop personal attributes and enrichment through the delivery and monitoring of The Rawmarsh Pledge. This includes:</p> <ul style="list-style-type: none"> ● Active Citizenship ● Cultural experiences ● Life Skills 	<p>According to The Key, good schools will: 'Provide a wide range of opportunities to nurture, develop and stretch pupil's talents and interests. Prepare students for life in modern Britain, developing their understanding of the fundamental British value of democracy, rule of law, individual liberty, tolerance and respect. Provide pupils with meaningful opportunities to understand how to be responsible, respectful and active citizens who contribute positively to society.'</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/</p>	<p>4, 6</p>

<p>To provide an extensive programme of extra-curricular and enrichment opportunities to engage a wide range of interests.</p> <p>Implementation of Peri lessons for students in Y7 and Y8</p> <p>School performances - shows, R Factor, Concerts, Movement evening</p> <p>Delivering of First Aid sessions to all students</p>	<p>One fundamental strand of our extra-curricular provision is our performing arts opportunities including music, dance and drama. Arts Participation is singled out by the EEF as having an impact of up to +3 months when delivered either via timetabled sessions or in an extra-curricular capacity. Although Sports participation carries a smaller +1 month gain, we feel that the benefits to wellbeing and personal attributes or so called softer skills are just as beneficial to fulfil our mantra of developing both 'qualified' and 'able' students.</p>	<p>1, 3, 4, 6</p>
<p>To increase participation among disadvantaged students in volunteering and student leadership opportunities including:</p> <ul style="list-style-type: none"> ● School Council / SSLT ● Eco-warriors ● Anti-Bullying Ambassadors 	<p>EEF Big Picture guidance also suggests the importance of enrichment for students and the need to build character and other essential life skills. Participation in School Leadership initiatives will ensure that the PP cohort is not under-represented.</p>	<p>4, 6</p>
<p>To ensure that students attend school ready to learn by removing hunger as a barrier to learning.</p>	<p>Research conducted by Magic Breakfast, on behalf of the National School Breakfast Programme, notes correlation between pupils who eat breakfast and improved attainment.</p> <p>At exam time, students are provided with breakfast and drink during</p>	<p>1, 3, 5, 6</p>

Total budgeted cost: £387,700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes

7+ English & Maths – When comparing PP students to their Non-PP peers, this is the first year in 4 years where the gap has widened between PP and Non PP students by 1.8%. The impact of the last 2 years has been felt by this cohort

5+ English & Maths – Again, this cohort has felt the impact of the pandemic with the gap widening by approximately 9% between PP and Non PP students

Attainment 8 – In 2019, there was a -14.21 disparity between our PP and Non-PP cohorts, whilst there was a narrowing of the gap during the TAG and CAG years, this gap has widened again to a -12.33 disparity, this though is below the last proper set of exams in 2019

We will continue to intervene with all students to ensure that these gaps do not widen. Early identification of cohorts through summative and formative data, continuous improvement in Quality First Teaching, targeted and bespoke intervention, effective use and implementation of CPD will enable us to ensure that all students are stretched to achieve the best possible outcomes.

Behaviour & Attitudes

2021-2022 has been a challenging year with regards to exclusions. There has been an increase in the percentage of FPEs for FSM Ever 6 students, rising from 60.7% to 68.7%. This is in line however with our 2019-2020 figures, and still below the levels seen in 2018-2019 (75.4%)

Despite having a higher proportion of FPEs, FSM Ever 6 students lost on average 1.4 days per exclusion, compared to 1.8 days per exclusion for FSM Not Ever 6 students.

We have added extra capacity into our inclusion hubs and a more targeted and forensic approach to targeting potential students who may require a more bespoke curriculum. As a school we are becoming more proactive in identifying potential challenging situations. Through forward thinking and anticipation, we are hopeful this will have a positive impact on FPEs not only for FSM Ever 6 students but all students.

Attendance

2021/2022 saw the first decline in 3 years of increased rates of 100% in school. All cohorts saw a sizable drop with regards to 100% attendance, with the Non Ever 6 FSM students suffering a drop of 16.3% and Ever 6 FSM suffering a drop of 11%. As a result of this, the gap between these two cohorts has decreased to 1.4%.

Attendance nationally was down compared to previous years, and as a school we are striving to ensure we improve our attendance through highlighting students who are on the periphery of being PA and are communicating on a daily basis with these students as well as all other students who are absent from school. We will continue to build upon that as we move forward over the forthcoming years.

19/20

All - 17.6%

Ever 6 FSM - 12.3%

Non Ever 6 FSM - 20.6%

20/21

All - 18.9%

Ever 6 FSM - 14.8%

Non Ever 6 FSM - 21.5%

21/22

All - 4.7%

Ever 6 - 3.8%

Non Ever 6 - 5.2%

Parental engagement

As a school we continue to have high aspirations for attendance for face to face events and online events. Our Options Evening continues to be our most successful evening with approximately 80% of the cohort and their parents/carers attending this event. As a school we wish to improve upon this as we never believe in standing still and replicate this at other events such as online parents' evenings. Moving forward, we are utilising support staff to set up appointments for those parents who are unable to make them due to ICT issues, or inviting select groups of parents/carers in for meetings to discuss face to face. Early identification of this cohort is imperative to improving overall attendance to events and removing the barriers that are in place that inhibit attendance to the events we put on as a school.