

Crown Hills Community College 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 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	Crown Hills Community College
Number of pupils in school	1488
Proportion (%) of pupil premium eligible pupils	22% (332)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	April Wright, Assistant Principal
Pupil premium lead	Sally Ann Duis, Pupil Premium Coordinator
Governor / Trustee lead	Mushtaq Giga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 317,060.00
Recovery premium funding allocation this academic year	£ 48,140.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£43,497.67
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	£408,697.67

Part A: Pupil premium strategy plan

Statement of intent

*We want all students to be **committed to their learning and to the wider school life**, including **participation in extracurricular and enrichment activities** to enable them to compete with their non-disadvantaged peers.*

*We want **attainment across the curriculum to be high, particularly in English and Maths**. High-quality, knowledge first, responsive teaching is at the centre of our approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap.*

*We will support all pupils to achieve these goals. We will consider the challenges faced by all pupils, such as those who have a social worker or are young carers, as well as those whose education has been worst affected by the pandemic. Education recovery, notably in its targeted support through **the In-School Tutoring Programme**, will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. In addition we will **support students with their wellbeing** to ensure they can be the best they can be.*

To ensure our approaches are effective we will; ensure pupils are challenged in the work that they are set; act early to intervene at the point that need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve both in and outside of the classroom.

Challenges

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

Challenge number	Detail of challenge
1 Commitment	<p>The commitment of our disadvantaged students is lower than their non-disadvantaged peers. This is for both girls and boys. This is reflected in the fewer commitment rewards, #success attendance and average commitment across the three data collection points – a persistent trend over the last three years.</p> <p>Our commitment data has shown that there is a gap within the first term of students arriving and this stays the same for the remainder of their time at school.</p> <p>It has been identified that there is a lack of understanding with the data on the school reports with our DA students, and that they are unaware of ‘ranking’ within the year group, or how to achieve an award. The rewards system also does not allow for an on-call, which means that once a student has been on-called, they no longer are entitled to attend the #Success event. Do students ‘give up’ at this point?</p> <p>The reasons why our DA students are not receiving #Success is due to:</p> <ul style="list-style-type: none"> • Attendance • Commitment • On-calls <p>Our behaviour data shows a similar trend. The average percentage number of on-calls, seclusions and suspensions is higher with our DA students. There is a gap within the first term of students arriving and although the gap is reducing over time, there is still a gap for the remainder of their time at school.</p>
2 Maths attainment	<p>The maths attainment of disadvantaged pupils is lower than their non-disadvantaged peers (but higher than non-disadvantaged students nationally). Teacher diagnostic assessments as well as the domain scores from STAR Maths suggest that many pupils particularly struggle</p>

	<p>with the following topics - Geometry, Number - Fractions (including decimals and percentages) and Statistics.</p> <p>Assessments on entry to year 7 in the last two years indicates that between 66-75% of our disadvantaged pupils arrive below age-related expectations compared to 60-72% of their non – disadvantaged peers (based on MidYis band C and D).</p> <p>The maths attainment figures (9-5 Strong Pass) for our Y11 leavers show that for the last three years there has been an attainment gap between 3.6%-10% (average 6.9%).</p>
3 Wellbeing	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils.</p> <p>Since returning to school, teacher referrals for the counselling service has markedly increased. 34 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs with 15 students on the waiting list (as of December 2021). This is an increase of 22 referrals from the previous year.</p>
4 Social Mobility	<p>Our school is in the heart of one of the most deprived areas in the country, with food hunger, a higher than average percentage of people claiming benefits and tax credits, people living in poor quality housing, and very low literacy levels within the adult community cited as areas of concern. (Index of Multiple Deprivation 2019).</p> <p>As a result of this deprivation, our DA students aren't able to access the same opportunities or cultural capital experiences that others may be privy to.</p> <p>Despite offering a wide range of free extracurricular activities and enrichment opportunities at school, and a Pupil Premium Priority policy in place, the uptake of these for our disadvantaged students is low.</p>
5 Metacognition and Self- regulation	<p>Our observations suggest many pupils lack metacognitive / self-regulation strategies when faced with challenging tasks.</p> <p>Student voice shows that many do not know how to revise or prepare for assessments.</p>

<p>6</p> <p>English attainment</p>	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>Assessments on entry to year 7 in the last two years indicates that many of our disadvantaged pupils arrive below age-related expectations compared to their non – disadvantaged peers (based on MidYis band C and D).</p> <p>The English attainment figures (9-5 Strong Pass) for our Y11 leavers show that for the last three years there has been an increase in the attainment gap for our disadvantaged students, with 0.3% gap in 2019, to a 4.3% gap in 2021 (CAG data), averaging 3.7% over the three years.</p>
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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>1. Improved commitment among disadvantaged students across all year groups.</p>	<p>By the end of our current plan in 2024/25 we will have sustained high commitment (above average 2) by all pupils including those that are disadvantaged.</p> <p>We will have a representative amount of DA students' achieving awards and accessing #success.</p>
<p>2. Improved maths attainment among our disadvantaged students</p>	<p>By the end of our current plan in 2024/25 we will see an improvement in maths (9-5) attainment for our DA students and the gaps will close so that they achieve the same as their non-disadvantaged peers.</p>
<p>3. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice • Reduced number of re-referrals for counselling • A significant increase in participation in enrichment activities, particularly among disadvantaged students

<p>4. Improved social mobility for all, but especially DA students</p>	<p>Cultural capital experiences are accessible to all and every effort will be made to ensure maximum attendance both in and outside of the classroom, specifically targeted at our community needs.</p> <p>The attendance of DA students at clubs will be representative (as a minimum) of the number of DA students we have across the college.</p>
<p>5. Improved metacognitive and self – regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports, student feedback and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. (This finding will be supported by homework completion rates across all classes and subjects 2022-23)</p>
<p>6. Improved English attainment among our disadvantaged students</p>	<p>By the end of our current plan in 2024/25 we will see an improvement in English (9-5) attainment for our DA students and the gaps will close so that they achieve the same as their non-disadvantaged peers.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
(For Strategy 2022-2023) Primary Years teacher	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches?utm_source=/education-evidence/early-years-toolkit/early-literacy-approaches&utm_medium=search&utm_campaign=site_searchh&search_term	2, 5, 6
Ensure high quality, knowledge first, responsive teaching through the CURRTLA CPD all staff training sessions. TAs will also be involved in some of the training sessions to support high quality teaching in the classroom.	‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf £4,000	1, 2, 5, 6

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

Budgeted cost: £ 324,650.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing school-led tutoring for KS4 pupils whose education has been most impacted by the pandemic.</p> <p>We will also engage with the NTP for students who are LAC.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Monitor college trends and PP gaps with KS4 P8 Attainment and provided targeted intervention as required.</p> <p>Coordinate work with SENDCO, EAL Coordinator and HOYs</p> <p>School led tutoring – Y11 - £21,800</p> <p>Y7 - 10 - NTP - £19,000</p>	<p>1, 2, 3, 5, 6</p>
<p>Set up and run a 'homework club / study space' where pupils have the opportunity to complete homework in school but outside normal school hours. This will also provide students with a space to revise for their assessments which now feature in all year groups.</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Cost - £3000</p>	<p>4, 5</p>

Summer School (Eng and Maths)	Cost - £8,500	
Meet targeted students to help support them with their revision skills, prioritising DA students.	<p><i>Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/</p> <p><i>The EEF has evaluated a number of programmes that seek to improve 'learning to learn' skills. The majority have found positive impacts, although smaller in size (around 2 months' progress on average) than the average seen in the wider evidence base. For three of these programmes there were indications that they were particularly beneficial for pupils from low income families</i></p> <p>Holiday revision sessions -£4,000</p>	2, 4, 5, 6
Meet targeted PP students to support with improving commitment. Targeted group identified and are supported with approaches which aim to help pupils think about their attitude to learning.	Staffing HOYs/AHOYs/SDU £ 150,000	1, 3
Provide revision materials and training for students on how to prepare for assessments	<p><i>KS3 summative assessment resources</i></p> <p>£6,500</p>	5

<p>Improve outcomes in Maths for PP students by providing early intervention.</p> <p>Through initial Midyis testing, Y7 students who are below age related expectations will be tested using STAR Maths. The weakest students will receive extra support through the use of Freckle.</p>	<p>“We have found the use of the most adaptive personalised maths program on Freckle to be an invaluable tool in being able to obtain information about each child in their class. If you are looking for ways to develop maths for each child in your school, then we’d highly recommend this product.”</p> <p>Jonathan Coy, HeadteacherChat</p> <p>https://www.renlearn.co.uk/freckle/</p> <p>Cost of Freckle plus STAR Maths - £3,000</p>	<p>2, 5</p>
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<p>Improve outcomes in English for PP students by providing early intervention.</p> <p>Through initial Midyis testing, Y7 students who are below age related expectations will be tested. The weakest students will receive extra support through the use of Dyslexia Gold</p>	<p>“I have never found another programme that replicates what we would do in a specialist 1:1 intervention. This does. It's fun but very targeted.”</p> <p>Kate Bodle, Head of Learning Support, St Mary's School, Henley</p> <p>http://dyslexiagold.co.uk/</p> <p>“Dyslexia Gold is the ONLY program that teaches Phonics, Phonological Awareness, Eye Control and Vocabulary - the 4 skills needed to read.</p> <ul style="list-style-type: none"> • Proven to help children aged 6 - 15 • Quickly improves reading by 12 months • Improves confidence, fluency and comprehension <p>Dyslexia Gold is suitable for ALL struggling readers, including pupils who are very far behind.</p> <p>Every child is different, so progress varies, but we often see a child's reading age improve by 12 months or more over 3 months.”</p> <p>Dyslexia Gold - £600</p> <p>Accelerated Reader – £24,000</p> <p>Phonics resources - £700</p>	<p>5, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 83,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional counsellor employed to meet the needs of our students, in particular our DA students</p> <p>Observe pupils' 'changes of behaviours' across the school, identifying individual pupils who may benefit from early support, evaluating the impact of early support and targeted interventions.</p> <p>Anti-bullying</p>	<p>'Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.'https://www.gov.uk/government/publications/counselling-in-schools</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/pupil-health-and-wellbeing/pupil-wellbeing/monitoring-pupils-wellbeing-tools/?marker=full-search-q-character%20and%20resilience-result-12</p> <p>See this toolkit for schools, which outlines various methods for monitoring and assessing pupils' mental health and wellbeing. The toolkit is produced jointly by Public Health England, the Anna Freud National Centre for Children and Families and other organisations.</p> <p>£2,000</p> <p>Goldhill - £2,400</p> <p>CEIPS anxiety workshops - £1000</p> <p>Bodie Hodges Project - £100</p>	<p>3</p>

<p>Monitor college trends and PP gaps (Commitment, #Success, on-calls, seclusions, suspensions) across the year groups and provide targeted intervention as required.</p> <p>Coordinate work with SENDCO and HOYs</p>	<p>Staffing - £20,000</p>	<p>1</p>
<p>Provide PP students with a personal grant and subject materials as needed to enhance the curriculum, which supports metacognition and social mobility</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p>Costs: £20,000</p>	<p>2, 4</p>
<p>PP students are prioritised, or at least the % of PP students that attend or access activities is increased so that it is proportionate to the school cohort.</p> <p>PP students are met to discuss barriers to uptake and engagement of character education.</p> <p>This is across all extra-curricular opportunities as well as trips and experiences.</p>	<p>'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p> <p>'as well as teaching young people academic skills and knowledge, non academic development is also important. This includes sports, arts and music as well as emotional and social development. Providing and supporting children and young people with opportunities to develop in such areas is essential to providing a 'whole' educational experience and is becoming increasingly</p>	<p>1, 3, 4</p>

	<p>more visible as it is linked to better employment-readiness and future life chances.</p> <p>https://www.thinknpc.org/wp-content/uploads/2018/07/School-Report-How-can-charities-work-best-in-the-school-system-April16.pdf</p> <p>Trips and Visits Costs: £30,000</p>	
<p>Provide a forum for parents/carers to help them understand specific ways that they could help their child learn and be organised at home (support self-regulated learning).</p> <p>Deliver targeted sessions to parents including those whose children have SEND/EAL needs, or those who have demonstrated a lack of engagement (e.g. non-attendance at PCT, referrals from AHOYs etc), to increase the level of accountability placed on parents in relation to their child's learning.</p>	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages (EEF, 2020b). https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>'The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain improvement engage the community and build strong links with parents'. Goodall and Vorhaus, 2011</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>Coffee mornings - £2,000</p>	1, 2, 5, 6
<p>Provide additional and bespoke support to our most vulnerable students; LAC support to ensure academic</p>	<p>(1:1 Tuition, mentoring),</p> <p>KS3 – Book Trust</p>	3, 4

<p>achievement and accelerated progress; welfare advice and support; school counsellor support; alternative provision; pupil related travel costs for fixtures and other transport costs.</p> <p>Financial support and guidance are provided for our most vulnerable families as and when required</p>	<p>Laptops - subscriptions etc</p>	
<p>Guide our students to do what it takes for as long as it takes. Provide opportunities for our students to be able to give back to their communities by supporting relevant charities both local and global.</p>	<p>‘Character education is one way to help children develop characteristics such as grit, resilience and a higher sense of self-worth and self-esteem’.</p> <p>https://www.thinknpc.org/wp-content/uploads/2018/07/School-Report_How-can-charities-work-best-in-the-school-system_April16.pdf</p> <p>EAL OAA Trip - £550</p> <p>Charity (Homeless, Syria, Litter Picking, Food Bank) - £3,000</p>	<p>1, 4</p>
<p>Develop partnerships with the local community (businesses, professional bodies, arts and cultural organisations, charities and voluntary organisations, colleges, and universities), to offer students social mobility.</p>	<p>‘A school alone cannot provide a transformation in life chances for all young people and families that come through its doors, so we must be open to working with others’</p> <p>https://www.thersa.org/blog/2019/05/schools-without-walls</p>	<p>1, 4</p>
<p>Parent friendly sessions are provided for our EAL parents, to help remove barriers - particularly linguistic and cultural –</p>	<p>‘Research commissioned by The Bell Foundation (Evans et al, 2016) shows that parents who are new to English or have limited language proficiency in English often have a significant lack of knowledge and</p>	<p>5</p>

<p>that could affect the extent to which parents are engaged in their child's education.</p>	<p>understanding of important areas concerning school life, such as the school system; that they are significantly underrepresented in school structures and decision making; and that the perceptions of the staff regarding parental engagement differs greatly from that of parents and pupils.'</p> <p>ESOL tutor £2,500</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review of last year's strategy 20-21

Extra-curricular activities/Cultural Capital

(PP students prioritised, or at least the % of PP students that attend or access activities is increased so that it is proportionate to the school cohort.)

Morning Mastery

Morning Mastery Membership is currently 105 students from Years 7-11. This represents 7% of the whole school cohort which get this opportunity. Out of the 105 students, 25 are PP, which is 6.7% of the PP cohort, therefore roughly equal in access.

Students had some access to an inspiring, comprehensive programme of extra tuition. All students had sessions on metacognition and maximising learning. All students had enhanced borrowing rights from the school library and a generous book allowance. All students were equipped with note cards to implement some of the learning strategies they were taught in the programme.

Mastery students use of the library increased, whilst that of each year group declined; the average number of books loaned by pupils school –wide is 3.8, whereas all 5 year 11 PP students exceeded this number with 2 students reading more than 10 times the year group average. The same can be said for PP students in year 9 reading 3 times the average number of books and in year 8 where one PP student alone, read 8 times more than the average for his year group.

The Scholars' programme

The Programme ran, on a slightly reduced scale; with 45% achieving 100% attendance despite sessions being rescheduled due to the tutor's limited availability. 67% of the group fell into the band of meeting the 3 basic requirements (PP, living in most deprived postcode and from non- graduate- parent households) 86% of final assessments were awarded 2:2 and 14% 2:1, with a 2:1 being the A level equivalent of a grade B, an outstanding achievement for year 9s. In terms of progress made in the assessed competencies, CH students made between 16 and 22 % progress in less than 6 weeks. All students had full access to The Brilliant Club and its resources; students attended a virtual graduation ceremony.

Careers

There were 67 PP in year 11 last year. All 300 of year 11 had a 1:1 IAG. All PP were seen first in year 11. Most of the PP in year 10, 60 of 73 (now year 11) were seen in the summer by SSQ. All of year 11 had a virtual mock interview with a business volunteer. All 300 of year 10 had a virtual networking event in which they met 3 to 4 employers from different sectors.

All year 10 and 11 were shown the 'virtual' careers fair event links as part of the tutor programme.

LAC and EHCP students were seen by connexions for IAG and were supported with college applications. NCS cancelled their assembly but we did promote to year 11. All students accessed national careers week as part of the tutor programme.

The number of students not in education, employment or training (NEET) for 2020-21 is 1.3%, with 1.5% of these being PP.

Parental Engagement/Community

The work that was done where it was possible regarding ESOL meant that it supported in raising aspirations of our parents and their ability to support their children within school as a result of the greater understanding of the school systems. Over the weeks of teaching ESOL to the parents, along with the development of the English language, and an increase in confidence, it is evident that these classes have opened up so many more dialogues between the children and the parents about what happens in school. As a result, parents took a more active interest in their children's education.

Here is a list of some of the conversations that parents have mentioned themselves;

* Parent 1- was unaware of the CHCC house System. She was really impressed with how the school uses iconic figures to encourage the children. She is highly educated to degree level in her own language but having been here in England and not being able to speak English fluently, lacks so much confidence. I asked her to find out which house her child was in. She said they spoke together about this. She knew all the figures except Martin Luther King. She now actively checks the planners and questions

her son more about his day at school. She was so motivated by her Aspirational Tracker that we did, she booked on to do the Life in the UK Test and passed.

* Parent 2- has said he is now monitoring his son's work so much more closely now. He is so thankful the ESOL classes have made him realise the importance of becoming an active and independent learner. He is now checking and questioning his son on a more regular basis about his different subjects. His son had some spellings to learn from school. His dad asked him the meanings of the words. His son did not know, saying he struggled because it is not Italian. After our dictionary work, his dad told him to use one and google translate to learn the meanings. They now sat and did them together to encourage him. He is now using a dictionary more frequently and he listens to him read and is so much more in tune with what he is doing. He is encouraging him to be an active learner.

* A few parents have mentioned that they have visited new places together as they have realised language learning is developed further by new experiences. They went to Fosse Shopping Centre and Watermead Park. Parents ended up discussing ideas/subjects and asked questions about school options as one of their children will be choosing subjects. Most of the parents have expressed much gratitude that they have a safe space where they are able to come and practice the English language without worrying about making mistakes. Parents appreciate that they have a place to share ideas and discussions about something that's bothering them about their child, for example, one boy is spending too much time on the PlayStation and asked the other parents how they manage the situation at home. She said she would try some of the tips. Sometimes the parents are purposely acting 'ignorant' about a subject to check how much their children know about the topic. Eg. After we talked about New Year Resolutions, one parent said she pretended that she didn't understand what it meant. If her child could explain it to her and then once he did, tell her what his New Year's Resolutions were.

* Parent 3 - has really enjoyed learning English and so has joined Leicester College as she really wants to pass her writing exam asap, and gets to attend more classes each week.

Coffee Mornings

No increase was seen in the number of PP parents who attended the coffee mornings (although not all coffee mornings were able to run due to Covid). Parental feedback from the Coffee mornings was always positive however.

Attendance/Punctuality

Punctuality data – although it was only possible to collect and compare data for punctuality for a limited time before the Covid lockdown, there was a clear indication that the number of PP students late for school had dropped in all year groups, and the

percentage gaps between PP students and all had also decreased, in particular with Y7 and Y9 groups. With the more strategic employment of an AHOY and AHOY for each year group, there is a more efficient and effective method in place to support this strategy.

Commitment

TBC

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.