

Pupil Premium Strategy Statement Crown Hills Community College

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	Crown Hills Community College
Number of pupils in school	1496
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Yusuf Patel, Assistant Principal
Pupil premium lead	Sally Ann Duis, Community and PD Lead
Governor / Trustee lead	Iqbal Ismail, Chief of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,900
Recovery premium funding allocation this academic year	£93,840 (+NTP 60% - £56,538) =£485,278
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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 all students to **attend school regularly, to be punctual** and to know how to conduct themselves in order to **demonstrate outstanding personal behaviour** so that they become outstanding British Citizens who are prepared and ready for the world of work and to contribute positively to society.*

*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 continue to **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 attendance, punctuality and on-calls.</p>
2 Maths and English attainment	<p>Attainment for our disadvantaged students in GCSE Maths and English in 2022 was lower than their non-disadvantaged peers. 40% of disadvantaged students achieved a grade 5 or above in English and Maths compared to 43%. This still remains higher than their disadvantaged students nationally (29.5%).</p> <p>Assessments on entry to year 7 in 2020 and 2021 indicated 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) signifying a gap on entry.</p> <p>For this intake into Year 7 (2022), we have seen a decrease in the number of students not achieving expected standard (scaled score 100), so students are arriving at a higher starting point in both Maths and Reading. The gap between disadvantaged and non-disadvantaged students on entry does however remain when scaled scores for Maths and Reading are compared.</p>

<p>3</p> <p>Social Mobility</p>	<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>
<p>4</p> <p>Metacognition and Self-regulation</p>	<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>5</p> <p>Attendance, punctuality and behaviour</p>	<p>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 the gap widens for the remainder of their time at school. 38% of the on-calls in 2021-22 were made by DA students with Y9 and Y10 the biggest concern (47% and 48% of the on-calls given to DA students). 35% of the students across the school on-called were from our DA students.</p> <p>39% of the seclusions in 2021-22 were represented by DA students. 54% of the seclusions in our current Y10 were with DA students. 38% of the students secluded across the school were disadvantaged.</p> <p>The overall % attendance gap for all years is 1.9%. The attendance of our current Y10 DA students is significant and cause for concern, at only 88.8% for the last year.</p> <p>31% of the lates in 2021-22 were made by DA students, with Y8 and Y9 our biggest concern (38% of the lates by DA students compared to a DA cohort percentage representation of 23%).</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
1. Improved commitment among disadvantaged students across all year groups.	<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>
2. Improved maths and English attainment among our disadvantaged students	<p>By the end of our current plan in 2024/25 we will see an improvement in maths and 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>
3. Improved social mobility for all, but especially DA students	<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>
4. Improved metacognitive and self – regulatory skills among disadvantaged pupils across all subjects.	<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>
5. Reduced gaps in attendance, punctuality and behavioural concerns among our disadvantaged students	<p>By the end of our current plan 2024/25 we will see an improvement in the attendance, punctuality and behaviour for our DA students and the gaps will start to close. There will be an increase in our DA students being able to participate in lessons due to improved attendance figures and less behavioural incidents that remove students from learning (on-calls, seclusions and exclusions).</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: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>‘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.’</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>CPD (Leadership Training books) - £1000</p> <p>CPD - £4,000</p>	<p>1, 2, 3, 4, 5</p>
<p>Ensure all teachers have visualisers in classrooms to support Direct Instruction</p>	<p>Visualisers - £2,000</p>	<p>1, 2, 3, 4, 5</p>

<p>Focus on reading across the curriculum in order to ensure staff are equipped with the skills necessary to teach students how to read best in their disciplines.</p> <p>Tutor Time reading programme –</p> <p>All Y7 students will read an appropriately challenging book with their form teachers, once per week. Teachers will model fluent and expressive reading, while students will follow the text. Students will practice reading skills, study new contexts and learn key Tier 2 and Tier 3 vocabulary. Texts will be carefully selected in order for students to encounter a range of different age-appropriate themes and encounter stories from different cultures, traditions and time periods. Students will be taught how to follow texts with a ruler and other strategies to read within lessons and for pleasure.</p>	<p>“As students progress through an increasingly specialised secondary school curriculum, there is a growing need to ensure that students are trained to access the academic language and conventions of different subjects. Strategies grounded in disciplinary literacy aim to meet this need, building on the premise that each subject has its own unique language, ways of knowing, doing, and communicating” EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1669816561</p> <p><i>“Regardless of age, special educational need or background, the same knowledge of the alphabetic code and phonics skills underpins all reading. Intensive practice should soon make sure that pupils can read age-appropriate texts accurately and automatically.” Gill Jones, Deputy Director, Schools and Early Education – OFSTED</i></p> <p><i>“However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.” EEF</i></p> <p>-All students experience fluent and expressive reading every day – measured by student voice/improvement in Star Reader outcomes;</p> <p>-Stories selective to engage students generate a love of reading – measured by a greater number of books being borrowed;</p>	<p>2,3</p>
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	<p>-Students will read a greater number of books per year and be inspired to borrow more reading books for pleasure;</p> <p>-Students will be exposed to culturally and morally relevant issues;</p> <p>-Students will acquire a range of new Tier 2 and Tier 3 vocabulary;</p> <p>-Students will benefit from a calm and focussed start to the school day;</p> <p>-Students will be exposed to a range of different subject staff demonstrating a love for reading and modelling reading at the highest standard.</p> <p>Reading Programme - £6,000</p> <p>Reading Rewards – £500</p> <p>Phonics Training - £2,000</p> <p>Reading Books - £6,000</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £96,890.00

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.</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. Coordinate work with SENDCO, EAL Coordinator and HOYs</p> <p>School led tutoring Y11 - £22,000 (tbc)</p> <p>My Tutor - £10,000 (TBC)</p>	<p>1, 2, 3, 4, 5</p>
<p>Provide additional intervention for Y11 students who are underperforming in English and Maths</p>	<p>English and Maths extra support RPA and ZES - £6000</p> <p>11M and 11E - £500</p>	<p>2</p>
<p>Continue to run a 'homework club / study space' where pupils have the opportunity to complete homework in school but</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</p>	<p>2, 4</p>

<p>outside normal school hours.</p> <p>This will also provide students with a space to revise for their assessments which now feature in all year groups.</p>	<p>supported (e.g. through providing homework clubs for pupils).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Homework club costs - £3,500</p>	
<p>Meet targeted students to help support them with their revision skills, prioritising DA students.</p>	<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>Costs of resources and staffing - £300</p> <p>Easter Revision - £4,000</p> <p>Half Term Revision - £1,500</p> <p>Summer School Intervention (with a greater focus on reading) - £13,500</p> <p>Science Metacognition session Dec 22 - £290</p>	<p>1, 2, 3, 4, 5</p>
<p>Meet targeted PP students to support with improving commitment. Targeted group identified and are supported with approaches</p>	<p>Repro/staffing/resources - £300</p>	<p>1,5</p>

which aim to help pupils think about their attitude to learning.		
<p>Provide revision materials and training for students on how to prepare for assessments (all years)</p> <p>Provide all KS4 tutors with a Revision Box to support mindful revision during tutor times.</p> <p>Provide all Y10 students with revision guides</p>	<p>Revision materials and resources for KS3 summative assessments - £3,000</p> <p>Revision box in each KS4 tutor room and Foundation Skills room x 12 - £4,000</p> <p>Y10 revision resources - £18,000</p>	2, 4
<p>Improve outcomes in Maths for PP students by providing early intervention.</p>	<p>This year we are exploring the use of an adaptive tutoring programme as part of Complete Maths.</p> <p>In addition, the Maths faculty are putting together a numeracy strategy to be effective from September 2023.</p> <p>Cost of Complete Maths Tutor - £5,000</p>	2
<p>All Y7 and 8 students have their reading ages assessed across the year (four times) using STAR Reader (Renaissance). The weakest students in KS3 will receive extra support through targeted intervention (Read, Write, Inc. phonics, Rapid Reader Plus)</p>	<p>Phonics Training – £2,000</p> <p>Targeted intervention - £3,000</p>	2

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

Budgeted cost: £364,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 costs for behaviour/SEND/AHOYs/SDU - £170,000</p>	1, 5
<p>External providers to support with wellbeing/mentoring of KS4 students</p>	<p>Additional member of staff - £40,000</p> <p>Anger management course - £1,000</p> <p>Mentor - £1,000</p> <p>Other bespoke packages for individual students - £3,000</p> <p>Inspirational speakers - £2,000</p>	1,5
<p>Purchase programme to support and ease language barriers for parents with Free School Meal Applications</p>	<p>£1,000</p>	2,3
<p>Additional counselling provision to support increased number of student referrals</p>	<p>Space4U Counselling - £2,500</p>	1,5
<p>Provide PP students with a personal grant and subject materials as needed to enhance the</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	2, 3, 4,5

<p>curriculum, which supports metacognition and social mobility</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>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>Provide all DA students with free access to DofE Award</p> <p>Provide all students interested in playing a musical instrument with free tuition and testing costs</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 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>KS3 Trips - £26,000</p> <p>Y10 Trip - £8,000</p> <p>#Success - £3000</p> <p>DofE costs - £1,000</p>	<p>1, 3, 5</p>

<p>Provide all students with food costs to support DT Food Tech lessons</p>	<p>Music tuition - £2,000 DT Food costs - £2,000</p>	
<p>Purchase a school minibus to support students with engaging in extra-curricular activities</p>	<p>Minibus - £50,000</p>	<p>3</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>Provide reading information booklets and reading trackers to parents to support the Reading Strategy</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/ 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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>Printing for parents for reading strategy - £600 Catering for Parental Gatherings - £2,000 Repro/various - £3,000</p>	<p>1, 2, 3, 4, 5</p>

Provide a warm space and hot food for our most disadvantaged families. Include reading and ESOL training once established	£10,000	1,2,3,4,5
Provide additional and bespoke support to our most vulnerable students; LAC support to ensure academic achievement and accelerated progress; welfare advice and support; school counsellor support; alternative provision; pupil related travel costs for fixtures and other transport costs. Financial support and guidance are provided for our most vulnerable families as and when required	KS3 – Book Trust - £500 Laptops - subscriptions, dongles - £500 Alternative Provision for SEN - £2,650 Taxis - £500	3
Provide a breakfast for all students as part of our breakfast club provision	Breakfast club - £6,000	1,3
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.	'Character education is one way to help children develop characteristics such as grit, resilience and a higher sense of self-worth and self-esteem'. https://www.thinknpc.org/wp-content/uploads/2018/07/School-Report-How-can-charities-work-best-in-the-school-system-April16.pdf Charity work/consumables - £1,000	1, 3
Develop partnerships with the local community	'A school alone cannot provide a transformation in life chances for all young	1, 3

<p>(businesses, professional bodies, arts and cultural organisations, charities and voluntary organisations, colleges, and universities), to offer students social mobility.</p>	<p>people and families that come through its doors, so we must be open to working with others’ https://www.thersa.org/blog/2019/05/schools-without-walls (see 6 year journey, trips and visits for costs)</p>	
<p>Parent friendly sessions are provided for our EAL parents, to help remove barriers - particularly linguistic and cultural – that could affect the extent to which parents are engaged in their child’s education.</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 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 teacher - £3,000 Community Room - £2,000</p>	<p>3, 5</p>

Total budgeted cost: £482,640

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.21. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 43.1. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations, but above that of those figures nationally for DA students. The progress 8 and attainment data is however, somewhat skewed by seven individual cases who had an extremely negative Progress 8 scores. Six of the students were placed on an alternative curriculum and one had long term illness issues which meant that attendance was low. Five of these students were only entered for a minimal number of GCSE's which in turn, greatly affected the progress 8 score for our disadvantaged students.

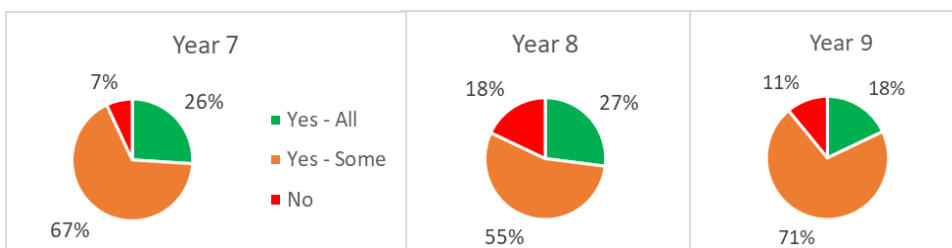
The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was 0.37, and the Attainment 8 score was

47.16. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

The gap between the Progress 8 score of our disadvantaged and non-disadvantaged pupils in maths has grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils in summer 2022 for Maths was 0.22 and for our disadvantaged pupils the Progress 8 score was -0.30. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 but also, we had a number of high-profile disadvantaged students who negatively skewed this progress data and have inflated the gap (see individual profiles). The gap is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

For 2022, the Progress 8 score in English for our disadvantaged pupils was -0.15 and for our non-disadvantaged this was 0.28. The gap has widened in this subject, noticing the largest dip in progress with our disadvantaged boys. Again, some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. Attendance to some of the school-led tutoring was mixed.

A number of targeted academic support and intervention sessions were delivered to support pupils with metacognition and self-regulation skills among our disadvantaged pupils across all subjects. This included setting up a homework club, creating revision resources and delivering training across the school. Proportionately, there was a higher percentage of pupils who accessed the homework club that were from our disadvantaged cohort, and students said that they found it easier to work in school as there were fewer distractions as it provided a quiet space that is not available at home. A student survey of KS3 students showed that as a result of the training, most students revised for their assessments:



From the number of students who didn't revise, there was not a significant number of disadvantaged students.

Our assessments demonstrated that commitment improved last year with our disadvantaged pupils. The average percentage of disadvantaged students to receive an award increased by 25% since 2020 and the average commitment for our disadvantaged pupils increased, seeing an average of good or above overall. The commitment of our non-disadvantaged pupils has also seen an improvement however, so the gap has remained the same. The average commitment for disadvantaged boys has seen a huge improvement but all boys across the school are still tracking below all

girls. There is also a slower increase identified with the commitment of disadvantaged girls since covid, so although progress has been made in this area, there is still work to be done to achieve our intended outcomes.

It has been identified however, that there are increasing concerns with the attendance, punctuality and behavioural removals from lessons for our disadvantaged pupils so this has been added as a new target for 2022-24. The attendance and punctuality of our DA pupils is lower than their non-disadvantaged peers and the gap is widening. This is for both girls and boys. The number of on-calls and seclusions is higher with our disadvantaged pupils and this percentage is increasing.

Counselling referrals for our disadvantaged pupils was 49% compared to non-disadvantaged pupils in 2020-21 and this dropped significantly in 2021-22 to 26%, which suggests that this is no longer a particular concern specifically for our disadvantaged pupils. Analysis has shown that referrals decrease over the academic year, and are highest amongst our oldest students. We will work to support our older pupils with exam anxiety, and continue to track referrals and re-referrals, and provide additional counselling where we can, however counselling will not form part of our strategy for 2022-23. Increasing the number of enrichment activities and cultural capital experiences will continue to remain a focus for all pupils, but especially our disadvantaged pupils. A wide range of activities and experiences have been provided including Booktalking sessions, The Scholars Programme, trips to London and the beach, Duke of Edinburgh and various charity events. Detailed tracking and analysis has ensured that our disadvantaged students have been prioritised, and we will continue with this work, to ensure that attendance at all events are representative (as a minimum) of the number of disadvantaged students across the college.

These results mean that we are not at present on course to achieve all of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
N/A	