

Chipping Norton School: 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	Chipping Norton School
Number of pupils in school	970
Proportion (%) of pupil premium eligible pupils	16.2% (16.0%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Barry Doherty
Pupil premium lead	Yvette Armistead (KS4) Lisa De Bruyn (KS3)
Governor / Trustee lead	Jill Judson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,000
Recovery premium funding allocation this academic year	£22,000
School-led Tutoring Funding	£19,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£164,000

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our pupil premium strategy lies our “pupil premium promise” – that all students will experience quality first teaching, will have access to bespoke pastoral support where every child is known, understood, and cared for, and be provided with rich opportunity. Our primary goal for our disadvantaged students is to prepare them “to be the best they can be” by providing them with a knowledge rich curriculum which fuels their curiosity and affirms a compassionate, inclusive, and hopeful outlook on humanity and the future. We seek to provide them with experiences which are high in cultural capital and ones which extend within the realms of the hidden curriculum. We aim to break down the challenges faced by our disadvantaged students so that they have the courage and confidence to acquire and apply new knowledge, ensuring that the education they receive gives them the freedom to choose their future and their destinations.

The strategy is informed by research mainly from the [EEF](#) which is aimed at addressing the academic gap which exists between disadvantaged and non-disadvantaged students through improving the delivery of teaching and learning in the classroom and the development of staff; targeted support through small group work or 1:1 tuition and embarking on wider strategies aimed at improving attendance; wrap-around support at the start and end of the day; provision of essentials, and support with extra-curricular activities and trips to name but a few.

The key principles which underpin the strategy reflect our whole school priorities outlined in our SIDP are:

Everyone achieving- ensuring clarity and consistency around quality first teaching; fully inclusive classrooms; evidence-based approach in deployment of LSAs; quality assurance of vulnerable learners; integrated careers programme and the use of student voice to drive teaching and learning and inclusive strategies.

Everyone belonging – creating an inclusive school environment, culture, and ethos where all students will thrive; EDI audit and review; improving attendance and engagement in wider school life; developing a recognition and celebration culture.

Everyone reading – review of our whole school reading for pleasure strategy; promoting school values, reading and oracy through tutor time; whole school and departmental reading and retrieval strategies; whole school approach to tight talking.

Everyone connected – modernisation of school IT infrastructure including provision of student devices.

These four key areas shape the culture and ethos at Chipping Norton School. By weaving and threading these key priorities through our strategy will ensure all students are provided with an education which fuels ambition, which is robust, sincere, and hopeful, providing our disadvantaged students with the best life chances possible.

Challenges

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

Challenge number	Detail of challenge
1	SIDP1 -Achieving: To continue to reduce and then close the attainment and progress gaps between disadvantaged and non-disadvantaged students
2	SIDP1-Achieving: To increase enjoyment and engagement of the curriculum for disadvantaged students

3	SIDP2- Belonging: To improve attendance and punctuality of disadvantaged students
4	SIDP2 -Belonging: To improve the sense of belonging through consistency of experience of disadvantaged students in the classroom and within the wider school community
5	SIDP3 -Reading: To improve literacy skills of disadvantaged students

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
SIDP1-Achieving: More students achieve a standard pass in core GCSE exams	Reduction in the gap between DA and Non-DA students achieving grade 4+ in English, maths and two or more sciences
SIDP1-Achieving: Increased access to the curriculum for DA students	Quality first teaching and learning strategies are adapted by all staff to meet the specific needs of DA students. High TEMP lessons incorporate our four standards which are Task Design, Explanation, Modelling and Practice. They are the lens through which all other aspects of teaching and learning are viewed. Support and scaffolding is universally present for those from LPA backgrounds and stretch and challenge is evident for HPA students to ensure an ambitious curriculum can be accessed by all; with a disproportionate benefit for DA students. Quality assurance through SOWs, curriculum plans, learning walks, staff and student voice and work sampling.
SIDP2-Belonging: Improve attendance and punctuality of disadvantaged students	Increase in % attendance and punctuality of DA students in line with national average (95%). DA students in line with non-DA students. Reduction in % PA figure of DA students.
SIDP2-Belonging: Improve engagement in wider school enrichment activities	Increase in attendance and engagement of DA students in extra-curricular activities and enrichment opportunities - extra time clubs (including homework and breakfast) and on school trips.
SIDP3-Reading: Improve literacy skills of disadvantaged students	Increase in reading ages of DA students. Increase in the use of tier 2 and tier 3 vocabulary as evidenced through observations, work scrutiny and student voice.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Provide high quality professional development for all staff:</u></p> <ul style="list-style-type: none"> ● CPDL aimed to improve staff pedagogical knowledge of metacognitive learning strategies which support the progress of disadvantaged students. Support, development, and training offered to early careers teachers ● Specifically an emphasis on clarity and consistency on: HOD and KSL Guides including routines for T&L; HVTs; HIPs; LT cycles 	<p>The EEF “Effective Professional Development” report (2021) states that “ensuring teachers are provided with high quality PD is crucial in improving pupil outcomes”</p> <p>For example: Research evidence (EEF) shows that providing high quality feedback to students has a high impact on learning outcomes. Therefore, a CPDL focus on feedback strategies will support improving the outcomes of our DA students. Research evidence where schools focused on embedding formative assessment (William and Leahy) made the equivalent of +2. Months progress in their Attainment 8 GCSE score. In a smaller scale study this was also true for students eligible for free school meals – they were found to make +1-month progress in their Attainment 8 GCSE score.</p>	1, 2, 3, 4,5
<p><u>Improve the progress and attainment of DA students compared with non-DA students through universally high expectations and providing</u> <u>Quality-first teaching through the implementation of:</u></p> <ul style="list-style-type: none"> ● Effective use of T&L strategies -TEMP and SEN adaptations in lessons ● Schemes of work rewritten to flow from newly designed knowledge organisers that emphasise the need to acquire core knowledge, develop academic resister and produce more effective extended writing. ● Effective 18-week revision strategy: GAP programme for year 11 students which 	<p>The EEF “Effective Professional Development” report (2021) states that “high quality teaching is pivotal in improving children’s outcomes” and “research tells us that high quality teaching can narrow the disadvantage gap”.</p> <p>The EEF states that ‘high quality teaching “is the most important lever schools have to improve outcomes for their students”. “Teaching approaches that ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial”.</p> <p>Research evidence from the EEF finds that the potential impact of metacognition and self-regulation approaches can add +7 months additional progress. Effective teaching strategies include teachers modelling their own thought processes. This forms part of our TEMP model and CPDL for all staff (e.g., comparative modelling).</p>	1,2,3,4,5

<p>includes Weekly tasks designed by subject specialists in English Language, English Literature, Mathematics, Biology, Chemistry, Physics, and any other subject with ten or more students eligible for the PP.</p> <ul style="list-style-type: none"> ● Engagement with revision booklet of core subjects to improve literacy skills within each core subject. ● RSL meetings with senior leaders and HODS to identify key DA students and discuss appropriate intervention strategies ● Effective use of data to inform learning and provide DA students with bespoke intervention ● Pastoral and Key Stage leaders work collaboratively with HODs to identify DA students at risk of underperformance and implement support strategies ● Prioritise DA students in leadership team lesson observations and through work sampling. ● Monitor the adaptations and scaffolding for DA students ● Provision of high-quality careers guidance to raise aspirations of DA students ● Whole school and departmental student voice 	<p>The DfE report “Supporting the attainment of disadvantaged pupils: articulating success and good practice” (Nov 2015) identified as a building block for success to be “clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance”.</p> <p>EEF “researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.” Sir Kevan Collins states <i>“high-quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes”</i>.</p>	
<p><u>Improve reading and oracy skills of disadvantaged learners through:</u></p> <ul style="list-style-type: none"> ● Monitoring and reviewing the impact of literacy intervention strategies such as accelerator reader 	<p>Research evidence from the EEF “Oral Language Interventions” indicates that oral language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF (July 21) states that “there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early</p>	<p>1,2,3,4,5</p>

<p>programme and read write inc fresh start programme, inference programme of DA students. LSA (specialism in cognition) will carry out DRA (diagnostic reading analysis) in Year 7. From this a reading accuracy score and reading comprehension age will be established. This data is analysed to identify key students for literacy interventions. Spelling scores are also determined, and appropriate interventions put in place.</p> <ul style="list-style-type: none"> ● A week tutor time programme – increase DA student access to complex non-fictional text and tier 2 and 3 vocabularies. LT and KSL to monitor and review impact through learning walks, work sampling and student voice ● Increase DA students access to cultural capital through LT assembly ● Greater exposure to a read aloud programme to nurture a love of reading which can be embedded in lessons ● Reading at the start of each lesson to form an integral part of the lesson structure ● Reading for pleasure strategies – monitor attendance of DA students at book club ● PP pop-up library – monitor DA student engagement with librarian 	<p>language and speech skills, which may affect their experience and learning later in their school lives”.</p> <p>EEF evidence on the impact of the “Accelerator Reader Programme” (Sept 21) concludes that this web-based learning tool “appears to be effective for weaker students as a catch-up intervention at the start of secondary school”.</p> <p>Research evidence from the EEF “Reading Comprehension Strategies” states that the average impact can add an additional 6 months’ worth of progress over the course of a year. The key findings from this research suggest “that it is important to identify the appropriate level of task difficulty and provide enough challenge to improve reading comprehension.” Success is dependent on being taught “explicitly and consistently”. Lower attaining pupils “appear to benefit in particular from the explicit teaching of strategies to comprehend text”. Evidence suggests that disadvantaged students are “less likely to own a book of their own and read at home” so are unlikely to develop the necessary skills for reading and comprehension.</p> <p>The EIF (2019) states that the “correlation between vocabulary size and life chances is firm” and that “children from the most disadvantaged backgrounds encountered fewer words than their advantaged peers”. To overcome this the EIF recommends “reading to them frequently, introducing new vocabulary and meaning within context to stimulate thinking.” They suggest using academic texts to provide exposure to more complex vocabulary.</p> <p>The EEF guide “Improving Literacy in Secondary Schools” states “teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech”.</p> <p>Research by Dr Sarah McGeown (senior lecturer in developmental psychology at University of Edinburgh) state that reading books can “develop and challenge thinking, improve empathy skills, perspective-taking and social abilities”.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Improve the progress of DA students in Maths through small group or 1:1 tuition.</u></p> <p>Maths catch-up funding is being used to offer 1:1 and small group sessions to year 11 DA students to improve their Maths skills and to help develop a greater self-confidence and awareness.</p> <p>Employment of a QTS Maths tutor for school-led tutoring.</p>	<p>DfE "Education Recovery" (June 2021) paper recommends schools implement school-led tutoring to support pupils most in need.</p>	1, 5
<p><u>Targeted LSA support of SENDA students:</u></p> <p>Partial funding towards the employment of curriculum LSAs in English, Maths and Science to support SENDA students in core subjects providing greater access to the curriculum through pre-teaching of key content.</p>	<p>EEF evidence "Teaching Assistant Interventions" states that "teaching assistants can provide a large positive impact on learner outcomes." The evidence suggests that targeted small group intervention is more effective than deployment of everyday classroom teaching. The EEF recommends that "well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch up with previously high attaining pupils". Impact had shown that structured curricular interventions can have +5 months of progress in one year.</p>	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Improve the sense of belonging amongst disadvantaged students within the school community:</u></p> <ul style="list-style-type: none"> Use student voice x5 times across the course of the year to gauge levels of student belonging, to inform teaching practices and review 	<p>Research conducted by the Institute of Education at UCL (Nov 2020) state that "pupils who have a sense of belonging in schools tend to be happier, more confident and perform better academically". This research concludes that "strategies to create a sense of belonging in school can be shown to be linked to - increased student motivation, improved academic achievement; reductions in student absenteeism; increased staff wellbeing and motivation and other positive social outcomes including health and wellbeing."</p>	1,2,3,4,5

<p>strategies/policies such as anti-bullying</p> <ul style="list-style-type: none"> ● Monitor impact of DA students involved in the house system – house captains and involvement in house activities ● Monitor the impact of the sixth form ambassador (mentoring) programme where sixth form students offer paired support to DA students in KS3 ● Improve parental engagement through improved communication with DA families via more regular telephone calls and face to face meetings ● FSW parenting support classes -identify and support hardest to reach parents/carers of DA students ● Funding towards the appointment of “vulnerable student coordinator/ designated teacher” to work closely with CFC and PCFC 	<p>EEF “Peer Tutoring” has found that peer tutoring approaches can show positive impacts on learners of up to 5 months additional progress and “those from DA backgrounds and those with special educational needs make the biggest gains”. Successful cross-age tutoring where the quality of peer tutoring is high can bring additional benefits such as “supporting the social and personal development of pupils boosting their self-confidence and motivation for learning.”</p> <p>EEF “Parental Engagement” – states that parental engagement can have a positive impact on average of 4 months additional progress with higher impact for pupils with low prior attainment. Evidence suggests that the most successful strategy for disadvantaged students involves “tailoring communications to encourage positive dialogue about learning, regularly reviewing how well the school is working with parents, identifying areas for improvement and offering more sustained and intensive support where needed”.</p> <p>Martindale (2018) states that specific support for looked after children is essential if they are to thrive. The DT plays a pivotal role in promoting high aspirations, tracking attendance, attainment and progress of CFC and PCFC.</p>	
<p><u>Improve attendance of DA students in line with non-DA students:</u></p> <ul style="list-style-type: none"> ● Pastoral leaders to work collaboratively with attendance officer and FSW to prioritise DA students in line with attendance policy ● Improved communication (fast and effective) with families/carers to reduce length of absence in line with attendance strategy ● Fast action response by pastoral leaders to 	<p>The DfE ‘Improving school attendance’ (Sept 2021) recommend that schools use “attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance”.</p> <p>The DfE Research report (2016) – The link between absence and attainment at KS2 and KS4 found “absence had a statistically significant negative link to attainment”. Therefore, improving attendance of DA students should lead to improved outcomes.</p> <p>The EEF Guidance Report “Working with parents to support children’s learning” (2018) states that “schools and parents have a shared priority to deliver the best outcomes for their children”. Their research finds that “well-designed school</p>	1,2,3,4,5

<p>account for unexplained absence of DA students</p> <ul style="list-style-type: none"> • Subject departments use effective means to prioritise and support all (but especially DA students) in addressing lost learning through absence • Rewards issued to DA students for improving attendance 	<p>communications can be effective for improving attainment and a range of other outcomes, such as attendance.”</p>	
<p><u>Increase attendance of DA students at KS3 and KS4 Homework club:</u></p> <p>Provision of support for DA students who may experience barriers at home regarding the completion of homework. Targeted help and support from subject and pastoral staff (KSL and PLs). Equipment provided.</p>	<p>The EEF report “Homework” provides evidence that completion of homework in secondary can have a positive impact (+ 5 months) on attainment. Evidence from surveys suggests that pupils from disadvantaged backgrounds are less likely to have a quiet space to work at home or may have problems with accessing a device or stable internet connection. The EEF states that attendance at homework clubs help to overcome these barriers.</p>	<p>1,2,3,4,5</p>
<p><u>Increase attendance of DA students at Breakfast Club:</u></p> <p>Funding used to support the provision of breakfast for DA students. Monitor DA student attendance at the breakfast club to ensure students eat breakfast to sustain concentration levels throughout the morning. Overseen by AHT.</p>	<p>Research from the IFS (Institute for Fiscal Studies 2016) offers support for the link between provision of breakfast clubs and improvement in disadvantaged pupil attainment. Their observation supported through surveys and administrative data claims the gains associated with providing breakfast was due to the context of the club – the opportunity to have a healthy breakfast combined with developing stronger relationships; pupil absence declined; behaviour and concentration improved in lessons. This research is supported by further evidence from the DfE (2017) “Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation”.</p>	<p>1,2,3,4,5</p>
<p><u>Delivery of the B Week Tutor Programme – Wellbeing Wednesday:</u></p> <p>Improve physical and emotional wellbeing of DA students through raising awareness of relaxation and meditation techniques to reduce stress and anxiety.</p> <p>Exposure of Ted talks on SEMH during B week tutor programme to raise awareness of SEMH issues</p>	<p>The EEF reports on the Healthy Minds research project that interventions that consider wellbeing practices such as mindfulness have shown statistically significant improvements in student wellbeing.</p>	<p>1,2,3,4,5</p>
<p><u>Provision for equipment and enrichment activities:</u></p>	<p>Research from the Social Mobility Commission “An unequal playing field” finds that</p>	<p>1, 2, 3, 5</p>

<p>Funding to be used to support DA students with uniform; equipment and enrichment activities such as school trips and excursions, and extra-curricular activities. Monitor attendance of DA students at extra time clubs and on school trips</p>	<p>“extra-curricular activities are important in developing soft (social) skills as well as being associated with a range of other positive outcomes such as achievement and attendance”.</p>	
<p>The Brilliant Club – Funding towards DA students’ involvement in “The Scholar’s Programme”. This programme supports pupils to develop the knowledge, skills, and confidence to progress to the most competitive universities. This is an aspirational programme.</p>	<p>Sutton Trust “Potential for Success – fulfilling the promise of highly able students in secondary schools” states that pupil premium funding “should be used to support highly abled disadvantaged students to ensure they have access to activities and programmes tailored to their particular needs”.</p>	<p>1,2,3,4,5</p>
<p>Supporting disadvantaged students with SEN (SEMH) with the provision of resources such as TA support with a specific focus on SEMH and other appropriate resourcing.</p>	<p>Research evidence from Real training states that “TAs can be more than capable of delivering evidence-based SEMH-related interventions that have tangible positive effects on the pupils who take part. In line with the Educational Endowment Foundation guidance, TAs can be effectively used to deliver 1:1 targeted intervention”.</p>	<p>1,2,3,4,5</p>
<p>Improve the technical support available to DA students: Provision of loaned chrome books, data cards and dongles to support DA students by providing a technological infrastructure for learning inside and outside of the classroom.</p>	<p>Findings from DfE Education Technology Survey (May 2021) suggest that the impact of technology on pupil attainment was positive. EEF using digital technology to improve learning guide states that “technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom”.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 164,000 (Pupil Premium £123,000; School-led tutoring £19,000; Recovery funding £22,000)

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.

During 2020/2021, there were three parts of the Pupil Premium Strategy, beneath the headings of (i) quality of teaching for all, (ii) targeted support and (iii) other approaches. *Due to the disruption caused by the COVID-19 pandemic it has been difficult to provide a definitive measure of impact of the pupil premium strategy outcomes in 2020-2021.*

Data: GCSE Outcomes – derived through Teacher Assessed Grades (TAGS)

	Target 2021		Actual 2021	
	Students Eligible for the PP	Students Not Eligible for the PP	Students Eligible for the PP	Students Not Eligible for the PP
Progress 8	-0.25-0	+0.20		
% Grades 9 to 4 English	65	85	83	96
% Grades 9 to 4 in Mathematics	65	85	85	88
% Grades 9 to 4 in English and Mathematics	60	82	79	87

Commentary

The data is based on teacher assessed grades which were derived from a holistic grade awarded to students based on their performance in term 5 assessments, mock examinations, and NEA where appropriate. The evidence in the table above indicates a significant improvement between target and actual Maths and English grades for both students eligible for PP and those who are not eligible.

Review of Strategy Outcomes 2020-2021

1.Strategy Outcome: Universal high expectation culture across CNS. This will involve:

- Fine-tuning quality assurance at departmental and team level to explicitly compare students eligible for the PP against all others.
- Review of the existing behaviour and appearance policies and practices. Leading to the establishment of very high and non-negotiable classroom, corridor, and canteen expectations of all pupils at all times.
- The introduction of ‘excellence as standard’ to reinforce high expectations in terms of teaching and learning, especially in the consistent implementation of TEMP across departments, and pastoral support.
- The introduction of weekly guidance team meetings where multiple stakeholders review the support available to most vulnerable students, including students eligible for PP.
- Assistant Heads of Year working collaboratively with Heads of Year in every year group to provide additional support and guidance to students eligible for PP in terms of attendance, behaviour, and wellbeing.
- Increased support of Family Support Workers to provide additional pastoral support to students, and families of students eligible for PP in terms of attendance and well-being.
- The implementation of a new attendance strategy with a clear focus on improving attendance of students eligible for PP.

- Implementation of new reward and sanctions strategy to support students eligible for PP to help meet excellence as standard.

Impact and Reflection:

The introduction of bubbles/zones and the review of the behaviour for learning policy saw a reduction in the number of FTEs and the number of DA students in zonal detentions across all years. Behaviour and conduct by all students around the school site was noticeably calmer.

Lesson observations and lesson drop-ins conducted by members of the leadership team (and the SENCO) recorded that high quality T&L (TEMP) was evident in a number of departments with a key focus on SENDA students. The introduction of weekly guidance team meetings ensured highly effective pastoral care for the most vulnerable students (many DA) with key professionals working collectively together to offer bespoke support. Attendance remained variable across all year groups due to the impact of the pandemic. However, in term 6 attendance figures in years 7, 12 and 13 were above national average (+95%) whilst the other year groups despite being slightly below this showed improvement.

2. Strategy Outcome: Bespoke 18-week revision tasks known as the Get Ahead Programme (GAP) for students eligible for the PP running from January to June 2021. This will involve:

- Weekly tasks designed by subject specialists in English Language, English Literature, Mathematics, Biology, Chemistry, Physics, and any other subject with ten or more students eligible for the PP.
- Completion of weekly tasks closely monitored by tutors/mentors and rigorous enforcement of completion overseen by SLT.
- Engagement with revision booklet of core subjects to improve literacy skills within each core subject.

Impact and Reflection:

All Year 11 DA pupils engaged well with the revision booklet of core subjects to improve literacy skills within each core subject. This was especially true during tutor time in terms 1/2. During Raising Standards meetings in December 2020 - leaders scrutinised the draft proposals from HODs regarding the GAP programme in terms of content and process. HODs were challenged on how the materials would be implemented and monitored. Unfortunately, due to the move to remote learning in January 2021 the GAP programme was not implemented fully.

3.Strategy Outcome: A knowledge rich KS3 curriculum that is disproportionately more advantageous for students eligible for the PP. This will involve:

- Schemes of work rewritten to flow from newly designed knowledge organisers that emphasise the need to acquire core knowledge, develop academic resister and produce more effective extended writing.
- Associated assessment policies and practices redeveloped to improve teachers' pedagogy so that assessment is *of learning, for learning and as learning*.
- A review of SEN profiles to provide a more detailed understanding of student need with a key focus of identifying students with overlap between those eligible for PP and SEN.

Impact and Reflection:

Staff remain clear of our expectations and the minimum requirements in the writing of Knowledge-Rich SOW. All Year 7 SOW have embedded assessment practices involving the explicit testing of agreed knowledge linked directly back to the KO which will disproportionately benefit DA students who may not have acquired the same knowledge as their peers through KS2. There have been significant improvements in the decluttering of resources. Lesson drop-ins that have taken place across the year 2020-2021 revealed that there have been improvements in the quality of teaching and learning. For example, In term 5 of the last academic year, the leadership team visited 138 lessons and stayed for approximately 10 minutes. Our focus was upon the engagement of vulnerable learners. Of the 138 lessons visited approx. 65% were observed to be lessons where vulnerable learners were engaged with their learning. Feedback, either written or verbal, was given in line with our 'committed conversations'

approach and in the great majority of instances agreement was reached about what might need to happen differently to improve the learning of this cohort of students.

As evidenced, lessons are now more likely to contain decluttered slides and explanations; well-designed tasks; and practice where scaffolds and supports enable success. SEN profiles have been reviewed and updated. Staff have received training on how to use these effectively. Staff are using these more regularly to shape and improve the teaching and learning experiences of our SENDA students in lessons.

4. Strategy Outcome: Re-evaluation of the KS3 and KS4 curriculum and associated pathways to ensure all pupils, especially students eligible for the PP and pupils with special educational needs enjoy and are engaged in an appropriate curriculum experience. This will involve:

- A review of the Nurture Programme and its provision to students in KS3 to allow more vulnerable students to access mainstream education.
- Redesign of the broader KS3 curriculum to better accommodate the need for literacy / numeracy mastery, alongside greater knowledge acquisition.
- Explore broadening the GCSE / Level 1 and 2 curriculum offers, to better meet the needs and interests of all pupils, in particular those eligible for the PP and those with special educational needs.
- A review of intervention strategies offered to support the learning and progress of students eligible for PP.

Impact and Reflection:

Literacy catch-up and acceleration programmes: The lead LSA for Cognition and Learning, has undertaken interventions to support year 7 students' literacy acquisition (Read Write Inc. 'Fresh Start', Inference Programme). Of the targeted 14 students, 8 were students eligible for PP and 6 were non-PP students. Progress shown in their reading ages: students eligible for PP was 7 months compared with non-PP students which was 18.7 months. Accelerator reading programme: 74% (61/82) of KS3 students eligible for PP regularly engaged with the programme undertaking online quizzes and made progress. Year 7 -22 out of 35 PP students reported +0.09 growth in reading age. Year 8 -92% (22/24) PP students reported a +0.11 growth in reading age. Year 9- 74% (17/23) PP students reported a +0.10 growth in reading age. A decision was made to terminate the nurture programme which had been under review.

Additional Information: Impact and Reflection 2020-2021

Additional wider strategies that were put in place over the course of 2020-2021 included: many of our students eligible for the PPG received support for funding for uniform, equipment, and in term 6 when restrictions were lifted, a geography field trip. Several our DA students received additional SEN support in the form of visual stress tests and some of the grant funded an assessment with an Educational Psychologist. The recruitment of an English graduate supported several KS3 DA students with paired reading and support in English lessons. Employment of a vulnerable student co-ordinator has been instrumental in providing high quality individualised support for our CFC and PCFC.

With the support of a local charity Thrive and the DfE we were able to provide a chrome book, dongle, or data card all our DA students who did not have adequate IT access. This enabled our DA students to engage with online learning during the pandemic. Thrive also worked with our students and their families to provide additional resources such as food hampers and equipment for school.

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
Accelerator Reading Programme	Renaissance
Fresh Start	Read, Write, Inc

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A