

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Dean Trust Rose Bridge
Number of pupils in school	701 (01/12/22)
Proportion (%) of pupil premium eligible pupils	53.9% (378 pupils) (01/12/22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan 2020/2021 to 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	L Cropper Head of School
Pupil premium lead	A Cundle Deputy Headteacher
Governor / Trustee lead	C Snape Chair of the Governing Body Standards Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 312,245.00
Recovery premium funding allocation this academic year	£ 87,492.00

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	£ 399,737.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to achieve that goal, including progress for those who are already high attainers.

A three-year approach has been implemented in order to maximise the use of the Pupil Premium Grant aligned to the School Improvement Plan. This enables the school to implement a blend of short, medium- and long-term interventions, align pupil premium use with wider school improvements and improve readiness to learn. School recognises that disadvantaged pupils are not a homogeneous group and although the barriers identified apply to a wide range of pupils, one-size-fits-all interventions are not always the most cost effective. Our strategy is also integral to wider school plans for education recovery, with support from the National School Tutoring Programme and additional Recovery Funding.

The school's pupil premium strategy therefore derives from a range of sources:

- Dean Trust Rose Bridge school's priorities
- Dean Trust Rose Bridge pupil barriers
- Reflections on impact of previous years' spending
- The Ofsted framework (2019) and wider research including the Education Endowment Foundation (EEF)
- A range of data sources

We have an ethos of raising the culture of aspiration at Dean Trust Rose Bridge and we believe that by using robust diagnostic assessment, carefully adapting such evidence to our specific context and use of funding to address common challenges and additional needs, we can support all pupils -with a particular emphasis upon those that are eligible - in narrowing the gap in attainment.

Our approach is tiered, focussing primarily on quality-first teaching alongside robust teaching and learning pedagogy, before targeted academic support (intervening early) and then the implementation of wider strategies. The effectiveness of this spending is reviewed each term and an annual summary for the previous academic year is included in this statement.

Challenges

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

Challenge number	Detail of challenge
1	<p>The legacy of Covid, the numerous self-isolations and the change to routine has had an unprecedented effect on the progress of many disadvantaged pupils.</p> <p>The gap has widened across many subject areas.</p> <p>2022 data:</p>

	<p>PP A8 36.08 Non PP A8 44.68</p> <p>PP 4+ 23.4% Non PP 4+ 34.4%</p> <p>PP 5+ 30.7% Non PP 5+ 57.3%</p> <p>Teacher diagnosis suggests that pupils struggle with reading, literacy and recognising key vocabulary.</p>
2	<p>There are gaps in vocabulary and reading skills.</p> <p>Although there were notable improvements in the reading ages of pupils, the data still demonstrates that not all pupils are reading at an age appropriate level.</p> <p>Literacy Assessment Online data for Year 7 (on entry to the school) shows that a significant proportion of disadvantaged pupils arrive with a reading age below what is expected (between 39%-26% from 2019 to current) This proportion has reduced on average by 10% by the end of their first year.</p> <p>Baseline September 2022 data:</p> <p>Year 7 (new cohort) Red = 24% Amber = 34% Green = 42%</p> <p>Year 8 Red = 18% Amber = 26% Green = 56%</p> <p>Year 9 Red = 19% Amber = 20% Green = 61%</p> <p>After evaluating Year 1 of the strategy, in order to address the needs of pupils below their chronological reading age, a new Three Year Literacy and Reading strategy has been launched. This aims to develop reading widely and often, ensure reading strategies are promoted across the curriculum, and enhance intervention opportunities.</p>
3	<p>Curriculum intent and implementation to address gaps in learning and provide challenge consistently with a specific focus on HAPs and SEND to ensure they are making at least expected progress.</p>

	<p>2022 data indicated that only 1/6 EHCP pupils gained at least a grade 4+ in EN/Ma- A8 22.08.</p> <p>Our observations show that not all medium-term plans are robust and accelerate the progress of SEND and HAPs.</p> <p>Our observations also suggest that many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks. The main subject areas for development in Year 2 of the PP Strategy will be Spanish, Maths, Science and Geography.</p>														
4	<p><u>Attendance of disadvantaged pupils:</u></p> <table border="1"> <thead> <tr> <th>Cohort/Year</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>87.5%</td> </tr> <tr> <td>2020</td> <td>89%</td> </tr> <tr> <td>2019</td> <td>90%</td> </tr> </tbody> </table> <p>Pupil Premium attendance has adversely been affected by the Covid pandemic. Government guidance around Covid C codes during lockdowns also had a detrimental effect as many of our vulnerable pupils are also our PP pupils too. The legacy of Covid for some vulnerable pupils still remains.</p> <p>Analysis of assessment data and underperformance correlates with absenteeism for a large proportion of disadvantaged pupils.</p>	Cohort/Year	PP	2021	87.5%	2020	89%	2019	90%						
Cohort/Year	PP														
2021	87.5%														
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2019	90%														
5	<p>Opportunities to enhance the holistic personal development of pupils to give them the knowledge and cultural capital they need to succeed in life</p> <p>During the pandemic the pupils missed out on some key opportunities due to national restrictions.</p>														
6	<p>Year 2 addition:</p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers. Teacher diagnostic assessments suggest that many pupils struggle with fractions, percentages and decimals and demonstrate gaps in numeracy skills.</p> <p>Not all KS3 pupils have a numeracy age either within one year or above their chronological numeracy age. The numeracy gap is widening throughout KS3. 8% difference year 7, 12% year 8 and 20% year 9.</p> <p><u>KS3 Numeracy Ages HT1 2022</u></p> <table border="1"> <thead> <tr> <th></th> <th>+1 under Numeracy age</th> <th><u>Total PP</u></th> <th><u>PP</u> +1 under Numeracy age</th> <th><u>Total NPP</u></th> <th><u>NPP</u> +1 under Numeracy age</th> <th><u>Total cohort</u></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		+1 under Numeracy age	<u>Total PP</u>	<u>PP</u> +1 under Numeracy age	<u>Total NPP</u>	<u>NPP</u> +1 under Numeracy age	<u>Total cohort</u>							
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	<u>Year 7</u>	<u>35%</u>	<u>82</u>	<u>39% (32)</u>	<u>68</u>	<u>31% (21)</u>	<u>150</u>
	<u>Year 8</u>	<u>38%</u>	<u>79</u>	<u>43% (34)</u>	<u>64</u>	<u>31% (20)</u>	<u>143</u>
	<u>Year 9</u>	<u>23%</u>	<u>81</u>	<u>31% (25)</u>	<u>53</u>	<u>11% (6)</u>	<u>134</u>
	For the academic year 2022-23 CATS testing will be used to support Numeracy data and ensure pupils are in the correct sets and have sufficient support and intervention if needed.						
7	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. Some of this relates to the legacy of Covid and the resultant negative impact, such as the need to catch up on lost learning, disturbance of routines as well as the lack of enrichment opportunities during the pandemic. Lost income and the rising cost of living have played a part too. These challenges particularly affected disadvantaged pupils, including their attainment.</p> <p>During the pandemic, and in the following academic year teacher referrals for support markedly increased. Currently 269 disadvantaged pupils access a variety of additional support for social and emotional needs, as part of the school's graduated response to need.</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
Raise attainment and increase rates of progress of Disadvantaged pupils at KS4 to match Non-Disadvantaged pupils	<p>By the end of the 3-year plan there will be:</p> <ul style="list-style-type: none"> An increase in % of pupils achieving 5 standard passes including En/Ma An increase in the number of disadvantaged pupils entered for the Ebacc pathway Disadvantaged pupils making the same rate of progress across all subjects as non-disadvantaged
Closing the gap between PP pupils and non-PP pupils	<ul style="list-style-type: none"> 100% teachers know and use QF teaching strategies for SEND and HAPs

	<ul style="list-style-type: none"> • Medium term plans are robust and accelerate the progress of SEND and HAPs • All pupils make the same rate of progress across all subjects regardless of being disadvantaged or not
Improved reading comprehension among disadvantaged pupils in KS3	<p>100% of pupils are reading at an age appropriate level by the end of 2022/2023. This will be demonstrated in:</p> <ul style="list-style-type: none"> • Reduced gap in scores between disadvantaged and non-disadvantaged in accelerated reader, reading plus, better reading • Enhanced IQTL gradings • Improved book scrutiny • Improved engagement in lessons • Increased provision of literacy rewards
Improved numeracy skills among disadvantaged pupils in KS3 and KS4	<p>100% of KS3 and KS4 pupils have a numeracy age either within one year or above their chronological numeracy age. This will be demonstrated by:</p> <ul style="list-style-type: none"> • Reduced gap in scores between disadvantaged and non-disadvantaged • Enhanced IQTL gradings • Improved book scrutiny • Improved engagement in lessons
Curriculum Intent and Implementation meets the needs of all pupils	<ul style="list-style-type: none"> • Progress and attainment of SEND and HAP pupils increase • Medium term plans are robust and accelerate the progress of SEND and HAPs • The gap between PP pupils and non-PP pupils closes • Improved metacognitive and self-regulatory skills among disadvantaged pupils evidenced in IQTL cyclical monitoring and department audits
Improving the attendance of PP pupils	<ul style="list-style-type: none"> • PP attendance improves • The number of C3s, suspensions and permanent exclusions reduces for PP pupils • The gap between PP and non-PP attendance reduces
Enhance personal development opportunities for PP pupils	<ul style="list-style-type: none"> • 100% of PP pupils have access to a broad and balanced Personal Development Curriculum

	<ul style="list-style-type: none">• 100% of MTP documentation features how subject areas support and promote the personal development of pupils• PD tracker demonstrates that 100% of disadvantaged pupils access a range of PD opportunities annually
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £199, 868.00 [approx 50%]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the recruitment and retention of quality leaders.</p> <p>Use of funding for additional staff and leadership positions at all levels.</p> <p>Enhancement of the curriculum offer, including the schools graduated response.</p>	<p>At DTRB we firmly believe that our curriculum is the tool that will stretch our most able and ensure all students are progressing.</p> <p>Ensuring we have the right staff to drive positive change is key.</p> <p>Our research is based on Adam Robbins research around 'Middle Leadership Mastery' and key guidance from the Ofsted Inspection Handbook.</p>	<p>1,2, 3, 4, 5, 6, 7</p>
<p>Improve literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools guidance'</p> <p>EEF_KS3_KS4_LITERACY_POSTER.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>The schools' Three Year Literacy and Reading Strategy will consider high impact approaches as recommended by the EEF.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Plus and Better Reading were chosen as key strategies for supporting pupils below their chronological reading age.</p> <p>For our Pupil Premium cohort, we observed a 4.6% increase in pupils reading at their chronological reading age.</p> <p>Accelerated Reading has been selected as a method for motivating pupils at their</p>	<p>1,2,3</p>

	<p>chronological reading age. This can ensure that text choice is appropriate and consistently challenging.</p> <p>The Ofsted Research review published on 31st October has also been used to inform our Literacy Strategy.</p> <p>‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p> <p>As a result of this publication, the school will now implement diagnostic testing as a method for assessing intervention provision. In addition, intervention can be tailored to the specific literacy needs of pupils.</p> <p>The school will be implementing a new phonics programme to ensure that particular gaps in phonological awareness can be targeted efficiently.</p> <p>A vocabulary system, available to all staff, will be implemented throughout the curriculum, ensuring that disciplinary literacy and vocabulary can be promoted across the curriculum.</p>	
<p>Enhancement of Teaching and Learning pedagogy with a particular focus on HAPs and SEND.</p> <p>This also includes the funding of CPD for example: teacher release time to access TIP support and development of resources</p>	<p>At DTRB we firmly believe that middle leaders sit at the heart of school improvement and play a vital role in turning leadership strategy into action, through curriculum design, teaching and learning or staff development. Middle leadership is vital in driving the connection between wider leadership vision and strategy and what happens in the classroom. For this reason we are committed to supporting the professional development of staff.</p> <p>Our research is based on Adam Robbins research around ‘Middle Leadership Mastery’</p> <p>Embedding Cognitive Science:</p> <p>Cognitive science approaches in the classroom EEF</p> <p>Improving Metacognition and Self regulation:</p>	<p>1,2,3,5,6</p>

	<p>Metacognition and self-regulation EEF</p> <p>Providing Effective Feedback:</p> <p>Written marking EEF</p> <p>Robust SEND and HAP pedagogy to accelerate the progress of these cohorts.</p> <p>School will develop SEND and HAP pedagogy based on tried and tested high impact strategies shared by the Education Endowment Fund.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £99,934.00 (approx 25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide a blend of tuition and mentoring programmes for those most impacted by the pandemic. A significant number of those pupils who receive tutoring will be disadvantaged, including those who are high attainers	<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 and in small groups.</p> <p>EEF toolkit evidences this:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>The school-led tutoring grant (£66,906.00) will be used to part fund additional Maths and English tutors (60% of this funding can be accessed to pay for tutors)</p> <p>These positions will be supplemented with PP/Recovery funding as well as funding other scheduled tuition throughout the academic year.</p>	1,2,3,6
Students will have the opportunity to attend additional masterclasses during the holidays.	Carefully planned and timely 'drop down days' have a proven track record in enhancing pupils' grades (school data)	1,2,3,6

<p>Students will be provided with revision guides and practice papers to support their home learning.</p> <p>Students in languages will have access to Language Nut online materials.</p> <p>Students in PE will have access to the Everleaner</p>	<p>Intervention tuition targeted at specific needs will continue in year 2. Pupils will be identified via knowledge gaps demonstrated in assessments/data.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £99,934.00 [approx 25%]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the Manchester United Foundation 'Believe FC' Programme	The termly evaluation from the Manchester United Foundation has demonstrated significant impact across many areas. 'Believe FC' impact reports can be located on the school website and illustrate the positive influence the programme has on the holistic personal development of the pupils as well as working to remove any barriers to their learning.	4,7
Enhancement of the schools Inclusion offer with the introduction of an on-site counsellor, wellbeing centre, enhanced inclusion and enhanced support from the local authority via the TESS graduated response.	Based on experience we know that an enhanced inclusion offer can provide bespoke support to pupils to enhance well-being, reduce suspensions, remove barriers to learning and support pupil progress	1,2,3,4,5,6,7
Funding to promote Culture Capital experiences alongside a high-quality Personal Development offer which includes enrichment and extracurricular activities	Enriching school life boosts well-being, attendance, behaviour and aspirations which helps to equip pupils with the knowledge and Culture Capital they need to succeed in life. Access to planned Culture Capital experiences can also support access to the curriculum.	1,3,4,5,6,7

Removing barriers to ensure no pupil is disadvantaged	There are occasions when school needs to support a child to remove barriers personal to them such as support with uniform, travel, equipment and access to key services.	1,2,3,4,5,6,7
Embedding robust attendance procedures which includes the recruitment and training of key staff with attendance accountability	Pupil Premium attendance is below national average.	1,2,3,4,5,6,7
Removing barriers for LAC, Post LAC and adopted pupils	<p>Not all LAC pupils have attendance that is above NA</p> <p><u>LAC: 7 pupils</u></p> <p>57.14% of this cohort have attendance that is above NA (92.5%)</p> <p>100% of this cohort are making expected progress</p> <p><u>Post LAC 7 (100 % are PP)</u></p> <p>100% of this cohort have 100% attendance which is above NA</p> <p>100% of this cohort are making expected progress</p> <p><u>Adopted Pupils 1 (100 % are PP)</u></p> <p>100% of this cohort have 98%+ attendance which is above NA</p> <p>100% of this cohort are making expected</p>	1,2,3,4,5,6,7

Total budgeted cost: £399,737.00

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.

Year 2 evaluation (of a 3-year plan)

Funding Head of Faculty leadership positions has contributed significantly to the improved attainment of the PP cohort. From 2019 A8 has increased from 34.28 to 37.9 in 2022 (increase of 2.91) A8 National Average for disadvantaged pupils 2022 is 37.5 (DfE provisional figures) which means DTRB PP A8 is above National Average.

P8 from 2019 (-0.88) has decreased to -1.05 (2022). The gap has widened and this continues to be a whole school focus.

EBacc entry overall was 0 in 2019. EBacc entry for PP pupils this academic year (2022) has significantly increased to 53.6%.

2022 results demonstrated that 22% of EBacc pupil premium pupils achieved a standard pass; this continues to be a priority area of focus and will be supported by the increase in the number of PP pupils following the EBacc pathway.

The purchase of key English Literature texts alongside cover support and the funding of Culture Capital experiences and The Tutor Trust, resulted in the 2022 English results improving. 51.8 % of disadvantaged pupils achieved a L4 pass or above which is an improvement on 2019 data which was 51.6%. On the backdrop of two years of Covid and the implications of this, an upward trajectory was pleasing.

2022 Maths results demonstrated that 44.6 % of disadvantaged pupils achieved a L4 pass or above. 2019 data was 45.3%. Maths has been an area of focus added to the PP strategy for year 2 after year one evaluation. Yip Yap Maths tutoring was funded and demonstrated an improvement of SPI for PP students from -1.57 to 1.3. The gap between PP and NPP, reduced by 0.2. For Year 2 of the strategy school have decided to part fund a full time maths tutor.

Significant progress has been made in Teaching and Learning pedagogy and the curriculum. A weekly teaching and learning targeted CPD programme noted improved T&L in lesson drop in's and IQTL learning walks. Staff attendance grew throughout the year and all subjects were represented each week. The impact of this was in 100% of lesson drop ins, 100% of staff/departments could demonstrate enhanced T+L pedagogy as part of the IQTL such as retrieval and challenge.

The production of high quality 100% books to aid metacognition and teaching and learning within the classroom noted an increase in homework submission and knowledge retention as evidenced in IQTL learning walks.

This is supported in the schools headline data this year. The best it has been in the history of DTRB.

For the last two academic years PP attendance at DTRB has been higher than NA PP, and has been broadly in line with NA all.

PP attendance:

Year	School PP	School All	NA PP	NA All
2019/2020	90%	91%	90.1%	91.4%
2020/2021(LD)	89%	91%	88.7%	90.7%
2021/2022	87.5%	90%	87.1%	89.7%

2019 – 2020 there were 230 suspensions and 7 permanent exclusions.

2020-2021 there were 69 suspensions and 0 permanent exclusions

2021-2022 there were 15 suspensions and 1 permanent exclusion.

The Manchester United Foundation supported 178 individual Pupil Premium pupils equating to 56% of disadvantaged pupils throughout the year via Foundation led activities or support including; mentoring, targeted Intervention programmes, rewards, trips, PE lessons and other activities. This resulted in 85% increased attendance, 75% improved attitude to learning and 75% increased resilience for the pupils targeted.

Additional music lessons alongside the funding of Culture Capital visits and external professional curriculum input, resulted in the Pupil Premium cohort for Music achieving excellent results in Year 11 with an SPI of 0.43. 100% of PP pupils achieved a L2M-L2D and 40% of PP pupils achieved a L2D. The introduction of instrumental tuition has significantly contributed to pupil progress, especially during the practical element of the course as pupils have been given the opportunity to perfect their skills when working with their chosen instrument.

In Performing Arts, the funding towards live theatre visits contributed to excellent results for our Year 11 Pupil Premium cohort. They achieved excellent results in their component 2 assessment after their visit to Wigan Little Theatre to watch the live production of the play they had been studying. 100% of PP pupils achieved a L2P-L2D and 85% of PP pupils achieved L2M-L2D.

Pupil feedback from the Y11 Science Residential demonstrated that 92% felt more able to plan revision, 85% would attend future revision sessions and 61% felt more confident about Science. The impact of the residential alongside the purchase of key science texts for all pupils was demonstrated in the Science 2022 PP results which showed an improvement. In 2019 22.7% of PP achieved a L4 pass or above compared to 2022 when 40.5% of PP students achieved a L4 pass or above. In 2019 no PP students achieved grade 7+, whereas in 2022 3.2% of PP achieved grade 7+. Average grade also improved from 32= to 33+.

The funding of the Everlearner package and additional equipment for PE resulted in 100% of pupils benefiting from this platform. As a result, 75% of PP have made expected progress, and all 3 pupils who were borderline grade 3/4 at the start of the year secured a grade 4 in the TAG process as a result of this platform.

Funding the transition programme supported pupil retention with the current Y7 cohort being oversubscribed, with a waiting list of pupils wanting to join the school. Year 7 and 8 are now full to PAN for the first time in many years.

The part funding of Pupil Parliament strategy noted 60% of PP pupils in leadership positions across the school in this academic year.

The onsite school counsellor supported 36 pupils through the year. 100% of the pupils showed a significant reduction in their 'YP Core' scores by the end of their counselling programme. Many of the pupils were at a 'low level' and some were still within the 'mild' range, but periodically accessed the service as a way of 'checking in' and monitoring progress. All pupils had developed strategies to maintain their mental health/wellbeing and knew what to do should they find themselves struggling in the future.

The funding of a daily iclass Breakfast Club for SEND pupils resulted in improved punctuality, attendance and ensuring that pupils were set up for the day. This time also provided an opportunity for pupils to receive some group interventions.

Enhancing the schools graduated response by bridging the gap between home and school by opening a Wellbeing space. This has resulted in 70.5% of the pupils attending, improving their attendance.

The TESS local authority package as part of the school's graduated response provided bespoke support to 12 pupils and their families. The resulting Pupil Plans provided key strategies for teaching and support staff to overcome barriers to learning. Thus reducing suspensions and improving the attendance of 67.7% of pupils identified. 50% made expected progress of which 33% exceeded their targets.

Literacy strategies such as the Peer Reader programme, Literacy Assessment Online, Reading Plus, Accelerated Reader and Book Buzz alongside the funding of subject

specific libraries, has resulted in a 4.6% increase in PP pupils reading at their chronological reading age.

The impact of reading interventions also contributed to the school's best ever headline figures for 2021-22 due to the implementation of Reading Plus and Fix It Reading with pupils reading 2+ years below their chronological age. Pupils were taught reading strategies explicitly and strategically to increase confidence in decoding and comprehending complex texts for their English Language exam.

Overall English BEST

9-4 = 67%

9-5 = 46%

9-7 = 13%

Pupil Premium English BEST

9-4 = 53%

9-5 = 36%

9-7 = 6%

The purchase of key Technology materials to improve the pace of learning and access to advanced content in the curriculum resulted in 75% of PP Art and Design cohort achieving a level 4-9. In Btec DIT 83.3% of PP pupils achieved a L2P or above. In Graphics PP students outperformed non-PP students. In Hospitality and Catering there is a gap that needs to be closed between PP and non-PP in the L2D*-L2P bracket. 61% of PP achieved a L2P. In Photography 88% of the PP cohort achieved a grade 9-4.

The funding of History 'Teach it' and texts noted supported a significant improvement in History PP performance from 2021 to 2022. Average grade from 2019-2022 has increased from a 3+ to a 4. Residual 2019 -0.34. Residual 2022 -0.29.

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
English Tutoring	Tutor Trust
Maths Tutoring	Yip Yap

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?	<p>(1 pupil)</p> <p>A dedicated member of staff supports the pupil when necessary and signposts the available support. Funding is used to support:</p> <ul style="list-style-type: none"> ● Interventions (when needed) ● Access to key materials for the curriculum ● Culture Capital experiences ● Enrichment offer
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupil has excellent attendance and is making good progress.</p> <p>Access to the Manchester United Foundation programme</p> <p>Culture Capital trips linked to the curriculum eg Geography Field trip funding</p> <p>Enrichment offer (Rugby and Football)</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.

Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

Implementing and driving a robust Mental Health Strategy utilising support from key stakeholders

Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Ensuring there is a robust Personal Development offer that meets the needs of the pupils.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected as well as adding additional areas of focus that became pertinent.

In the review process evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, pupils and teachers helped to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in a school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium via the EEF noting the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

Alongside this we also trained with the Blackpool Research School to quality assure our approach.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.