

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	718
Proportion (%) of pupil premium eligible pupils	55.15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Year Plan 2020/2021 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	L Cropper Headteacher
Pupil premium lead	E Gibbard Deputy Headteacher
Governor / Trustee lead	C Davis Chair of the Governing Body Standards Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 374, 670
Recovery premium funding allocation this academic year	£ 99, 912
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 474,582</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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 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. The gap has widened across many subject areas.</p> <p><b>Baseline data 2023:</b> <u>Results 2023</u> A8 (all): 35.93</p>

	A8 (PP): 30.83 P8 (all): -1.10 P8 (PP): -1.32										
2	<p>There are gaps in vocabulary and reading skills. 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. 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)</p> <p>After evaluating Year 1 of the strategy, in order to address the needs of pupils below their chronological reading age, a 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. This is in its second year this academic year.</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. 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 3 of the PP Strategy will be Spanish, English, Science and Geography.</p>										
4	<p><b><u>Attendance of disadvantaged pupils:</u></b></p> <table border="1"> <thead> <tr> <th>Cohort/Year</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>84%</td> </tr> <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. Analysis of assessment data and underperformance correlates with absenteeism for a large proportion of disadvantaged pupils.</p>	Cohort/Year	PP	2022	84%	2021	87.5%	2020	89%	2019	90%
Cohort/Year	PP										
2022	84%										
2021	87.5%										
2020	89%										
2019	90%										
5	Opportunities to enhance the holistic personal development of pupils to give them the knowledge and cultural capital they need to succeed in life										
7	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. These challenges particularly affected disadvantaged pupils, including their attainment.										

## 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	By the end of the 3-year plan there will be: <ul style="list-style-type: none"> <li>● An increase in % of pupils achieving 5 standard passes including En/Ma</li> <li>● An increase in the number of disadvantaged pupils entered for the Ebacc pathway</li> <li>● Disadvantaged pupils making the same rate of progress across all subjects as non-disadvantaged</li> </ul>
Closing the gap between PP pupils and non-PP pupils	<ul style="list-style-type: none"> <li>● 100% teachers know and use QF teaching strategies for SEND and HAPs</li> <li>● Medium term plans are robust and accelerate the progress of SEND and HAPs</li> <li>● All pupils make the same rate of progress across all subjects regardless of being disadvantaged or not</li> </ul>
Improved reading comprehension among disadvantaged pupils in KS3	100% of pupils are reading at an age appropriate level by the end of 2023/2024. This will be demonstrated in: <ul style="list-style-type: none"> <li>● Reduced gap in scores between disadvantaged and non-disadvantaged in accelerated reader, reading plus, better reading</li> <li>● Enhanced IQTL gradings</li> <li>● Improved book scrutiny</li> <li>● Improved engagement in lessons</li> <li>● Increased provision of literacy rewards</li> </ul>
Improved numeracy skills among disadvantaged pupils in KS3 and KS4	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: <ul style="list-style-type: none"> <li>● Reduced gap in scores between disadvantaged and non-disadvantaged</li> <li>● Enhanced IQTL gradings</li> <li>● Improved book scrutiny</li> <li>● Improved engagement in lessons</li> </ul>
Curriculum Intent and Implementation meets the needs of all pupils	<ul style="list-style-type: none"> <li>● Progress and attainment of SEND and HAP pupils increase</li> </ul>

	<ul style="list-style-type: none"> <li>• Medium term plans are robust and accelerate the progress of SEND and HAPs</li> <li>• The gap between PP pupils and non-PP pupils closes</li> <li>• Improved metacognitive and self-regulatory skills among disadvantaged pupils evidenced in IQTL cyclical monitoring and department audits</li> </ul>
Improving the attendance of PP pupils	<ul style="list-style-type: none"> <li>• PP attendance improves</li> <li>• The number of C3s, suspensions and permanent exclusions reduces for PP pupils</li> <li>• The gap between PP and non-PP attendance reduces</li> </ul>
Enhance personal development opportunities for PP pupils	<ul style="list-style-type: none"> <li>• 100% of PP pupils have access to a broad and balanced Personal Development Curriculum</li> <li>• 100% of MTP documentation features how subject areas support and promote the personal development of pupils</li> <li>• PD tracker demonstrates that 100% of disadvantaged pupils access a range of PD opportunities annually</li> </ul>

## 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: £177,470 [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><a href="#">EEF_KS3_KS4_LITERACY_POSTER.pdf</a> (<a href="#">d2tic4wvo1iusb.cloudfront.net</a>)</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><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading Plus and Better Reading and GL assessment 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>1,2,3</p>

	<p>The Ofsted Research review published on 31st October has also been used to inform our Literacy Strategy.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/622222/Now_the_whole_school_is_reading_supporting_struggling_readers_in_secondary_school_-_GOV.UK.pdf">‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</a></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><a href="#">Cognitive science approaches in the classroom   EEF</a></p> <p>Improving Metacognition and Self regulation:</p> <p><a href="#">Metacognition and self-regulation   EEF</a></p> <p>Providing Effective Feedback:</p> <p><a href="#">Written marking   EEF</a></p>	<p>1,2,3,5,6</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><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £99,912.00 (approx 25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing pupils with a blend of a tuition and mentoring programme. A significant number of those pupils who receive tutoring will be disadvantaged, including those who are high attainers</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 and in small groups.</p> <p>EEF toolkit evidences this:  <a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The school-led tutoring grant will be used to fund an additional Maths tutor.</p>	1,2,3,6

### 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
<p>Engaging with the Manchester United Foundation 'Believe FC' Programme</p>	<p>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</p>	4,7

	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.	
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

## 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.

<p>Year 3 evaluation</p> <p><b>Funding Head of Faculty leadership and tlr positions has contributed significantly to the subject specific positives for PP (Results summer 2023) which are detailed below:</b></p>
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- PP progress higher than non-PP for Sport Studies
- PP progress 1.35 for Construction
- PP attainment higher than non-PP for Construction
- All PP pupils achieved at least L2P for Construction
- PP progress higher than non-PP for Performing Arts
- PP attainment higher than non-PP for PerformingArts
- 50% of PP pupils achieved at least L2M for Performing Arts
- 80% of PP pupils achieved at least L2M for Music
- 45.2% of PP pupils achieved 4+ in Maths
- 66.7% of PP pupils achieved at least L2P for Digital IT
- 54.2% of PP pupils achieved at least L2P for Hospitality
- Funding used to secure a Maths Tutor meant that 45.2% of PP pupils achieved 4+ in Maths.

From 2019 A8 has increased from 34.28 to 35.93 in 2023 (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.

EBacc entry overall was 0 in 2019. EBacc entry for PP pupils this academic year (2022) has significantly increased to 53.4% and further to 68.4% in 2023. This figure was supported by the PP contribution to the Barcelona trip which enhanced pupils' Culture Capital Experiences. 2023 results demonstrated 8.1% of the PP cohort achieved the EBACC qualification. 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.

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.

For the last three academic years PP attendance at DTRB 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%

2022/23	84%	87.99%	86.9%	90.7%
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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.  
 2022-2023 there were 72 suspensions and 2 permanent exclusions.

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 80% of PP pupils achieving at least L2M for Music. 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 such as Blood Brothers contributed to excellent results for our Year 11 Pupil Premium cohort. This led to PP progress and attainment being higher than non-PP for Performing Arts and 50% of PP pupils achieved at least L2M for Performing Arts.

Further impact of the strategy was seen during our March Ofsted inspection where we achieved a 'Good' grading for Personal Development:

[Dean-Trust-Rose-Bridge-Ofsted-Report-April-2023.pdf \(deantrustrosebridge.co.uk\)](https://www.deantrustrosebridge.co.uk/Dean-Trust-Rose-Bridge-Ofsted-Report-April-2023.pdf)

There has also been considerable impact shown through the work of our onsite school counsellor. The counsellor attends one full day a week and sees pupils each period of the day, as well as being available at lunchtimes and before/after school for communication with pastoral staff, parents, updating client files and sourcing individual resources. The counsellor is a registered member of British Association for Counsellors and Psychotherapists (BACP) and the British Association of Behavioural & Cognitive Psychotherapies (BABCP) and takes part in 1 ½ hours monthly supervision. The modality of counselling is an integration of Person-Centred Counselling and Cognitive Behaviour Therapy. This allows the child to explore their feelings in a safe therapeutic environment, empowering them to explore their own thoughts and ideas and to accept or change what they feel is right for them. Pupils may feel that one session is enough, but if they choose to continue then they will be offered 6 sessions; these will usually occur fortnightly at a different time in order to keep lesson disruption to a minimum, and the session will last for 50 minutes.

**Pupils Accessed/Accessing the Service**

Number of pupils accessed the counselling service this year:

Year 7	Year 8	Year 9	Year 10	Year 11	Total
4 (14%)	7 (24%)	4 (14%)	9 (31%)	5 (17%)	29

**Breakdown PP/SEND Pupils/LAC**

	PP	Non-PP	SEND	PP&SEND	LAC&P P	LAC/PP&SEN D

<b>Total</b>	21 (72%)	8 (28%)	9 (31%)	4 (14%)	1 (3%)	1 (3%)
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### **Intervention Programme**

In addition, 6 Looked After Children accessed an intervention programme of 6 counselling sessions at the end of summer term 2023 and start of autumn term 2023.

### **Issues Raised in Counselling**

<ul style="list-style-type: none"> <li>• Anxiety: social; exams; separation; OCD</li> </ul>	<ul style="list-style-type: none"> <li>• Depression/Low Mood</li> </ul>
<ul style="list-style-type: none"> <li>• Friendship/relationship difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Identity/fitting in/self image</li> </ul>
<ul style="list-style-type: none"> <li>• Self-Harm/Suicidal Ideation</li> </ul>	<ul style="list-style-type: none"> <li>• Suicide attempts own and within the family</li> </ul>
<ul style="list-style-type: none"> <li>• Drug/alcohol addiction within the family</li> </ul>	<ul style="list-style-type: none"> <li>• Death/Loss/loss due to suicide</li> </ul>
<ul style="list-style-type: none"> <li>• School: social; expectations; relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Loneliness</li> </ul>
<ul style="list-style-type: none"> <li>• Young carers</li> </ul>	<ul style="list-style-type: none"> <li>• Parents mental health</li> </ul>
<ul style="list-style-type: none"> <li>• Abandonment/trust</li> </ul>	<ul style="list-style-type: none"> <li>• Anger; regulating emotions</li> </ul>
<ul style="list-style-type: none"> <li>• Family issues: parents' separation; family member in prison; living with siblings with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Living with ASD/ADHD/other additional needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Domestic Violence/Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma</li> </ul>

### **Pupils Feedback of Service**

*“Alison has listened to me and she has helped me with things I can do to help myself when I am struggling.”*

*“Counselling has helped me to work through my problems and what I was feeling. I have always felt safe in counselling.”*

*“Alison gave me a journal that really helped me to get my thoughts down on paper and out of my head. She also helped me to work out what things I can do to help myself if I struggle again.”*

*“I have always felt better having talked about things that were bothering me. It has been nice knowing that someone is there who listens to me.”*

*“I have enjoyed having the time to do some activities learning more about myself and learning what things help if I have a wobble.”*

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 which focus on resilience, healthy relationships and healthy eating. By the end of the academic year between 20 and 40 pupils attended the breakfast club regularly.

The TESS local authority package, as part of the school's graduated response, provided bespoke support to 21 pupils and their families. The resulting Pupil Support Plans provided key strategies for teaching and support staff to overcome barriers to learning. Also providing evidence towards EHCP referrals to ensure that pupils receive the support they require. Thus reducing suspensions and improving the attendance of 76% of pupils identified. 71.4 % made expected progress.

**Pupil Premium Literacy:**

Ofsted noted the strength of our reading strategy in their report. Literacy strategies such as the Peer Reader programme, use of GL assessment, Reading Plus and Book Buzz, has resulted in the following increases in PP pupils reading at their chronological reading age:

2022-2023 Pupil Premium at chronological reading age (increases):

Year 7: 13% (33% - 46%)

Year 8: 21% (30% - 51%)

Year 9: 12% (40% - 42%)

**Careers Update:**

Dean Trust Rose Bridge are currently in the process of evaluating their careers programme against the Careers Quality Mark standards. Once evaluated Rose Bridge will move onto stage one of the programme. In July 2023, we had our year 10 cohort on work experience. It was a great success with our pupils experiencing the world of work and were able to develop skills. It was an opportunity for our pupils to develop their independence and resilience.

<b>Cohort: 138</b>	
<b>PP Cohort :70</b>	
<b>PP pupils in WEX</b>	<b>PP pupils not in WEX</b>
<b>55</b>	<b>15</b>
<b>78%</b>	<b>21%</b>

**Positive feedback:**

Dean Trust Rose Bridge pupils received exceptional positive feedback from employers. There were numerous success stories. Some are listed below:

- One of our pupils was offered a Saturday job at his place of work experience
- A pupil was at Wigan Youth Zone for their place of work experience and successfully was able to get an Interview to be a youth leader. Our pupil was successful in achieving this post.
- Two of our performing art pupils were offered a job opportunity at the care home and have been asked to come back and sing for the residents

- Sunshine House have offered a pupil a job when they leave Year 11
- Sure Start Nursery gave feedback to school and said if a pupil would like to go down the route of working with infants, to get in touch and they will accommodate and support.

### **Pen Reader Impact:**

20 PP pupils used Reader Pens to facilitate access arrangements during GCSE examinations. On average, 65% of pupils made expected progress across the subjects examined and 25% of pupils exceeded their targets. There are 4 pupils, who without the reader pen, would not have achieved a grade in English language.

### **Technology Funding:**

The purchasing of Food technology ingredients for PP pupils ensured that 100% of pupils had access to the curriculum. This resulted in 54% of pupils achieving or exceeding their target. A further 6 of these pupils achieved either a L2D or L2D\*.

### **Science CPD and KS3 Visits:**

The science department had a series of STEM centre CPD sessions funded through PP funding. These sessions have changed the way we approach maths for GCSE Science and resulted in an increase in grades 7+ in Science in Summer 2023) this was mirrored in an increase in grades 7+ in year 10 mocks June 2023. In year 9, 39(of 89) PP were either above or on target, in year 8, 42(of 79) PP were either above or on target and in year 7, 31 (of 70) PP were either above or on target

More than this the funded KS3 trips brought the curriculum alive. Year 7 were able to see some of the animals we were studying in terms of food webs and habitats, some of them had never heard of armadillos and didn't believe they existed. Pupils experienced live shows demonstrating how animals are adapted for their habitats and niches within ecosystems. Year 8 witnessed a light show which enabled them to visualise our place in the solar system and how truly vast the spaces between planets and solar systems are. They also learnt how integral the north west was in the development of remote space exploration and what work is still ongoing at Jodrell Bank. Year 9 were able to link human actions to the impact on habitats and species. and the importance of science in tackling illegal trade in animal products. The trips highlighted how science was important outside of the classroom and the kinds of careers available.

### **Year 7 Residential:**

Our Year 7 Residential was funded through PP and was hugely successful in both raising aspirations and developing pupils SEMH. The full report is linked here:

[W Year 7 Weekend Residential at Outward Bound Aberdyfi.docx](#)

## 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"> <li>● Interventions (when needed)</li> <li>● Access to key materials for the curriculum</li> <li>● Culture Capital experiences</li> <li>● Enrichment offer</li> </ul>
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. 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.