

Pupil premium strategy statement: Weatherhead High School

This statement details Weatherhead High 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	Weatherhead High School
Number of pupils in school	486
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 and September 2022 (post results)
Statement authorised by	Miss Annmarie Whelan Headteacher
Pupil premium lead	Mrs Nicola Rogers Deputy Headteacher, Curriculum
Governor lead	Mrs Sarah Jackson Chair of Curriculum Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£460,000
Recovery premium funding allocation this academic year	£64,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 524,235

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their starting point, background or the challenges they face, will make good progress, achieve high attainment across the curriculum and achieve significantly better than their peers nationally, with the same starting point. All students are entitled to a broad and balanced curriculum, which centres around success in the EBAcc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, this includes ensuring that high attaining students make exceptional progress from the moment they start secondary school. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and students adversely affected by the pandemic. The strategy outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our strategy, with a focus on specific teaching and learning strategies to maximise the learning, engagement and progress being made by disadvantaged students in the classroom. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. In addition to this, developing the literacy, oracy and reducing the language gap of our disadvantaged students is an important part of the school's strategy. A collective approach towards literacy is undertaken: it is the responsibility of all teachers and support staff to teach literacy, develop students' repertoire of vocabulary and promote effective oracy to all students. The whole-school literacy coordinator supports department areas to develop and improve disciplinary literacy across the school, with teaching and learning being used to drive improved outcomes for disadvantaged learners.

The development of numeracy across the curriculum plays an important part in the pupil premium strategy. Ensuring consistency of teaching methods and developing appropriate training for teaching staff across all departments who deliver teaching of mathematical skills is important in order to allow progress to be made by all.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and local specialist numeracy and phonics intervention provider for students whose education has been worst affected, including non-disadvantaged students.

The school is also committed to using the funding to support students in the classroom through evidence-based approaches proven to improve the quality of provision and outcomes for learners.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we

have adopted complement each other to help students excel in school. To ensure they are effective we will:

- adopt a whole school collective approach in which all staff take responsibility for the progress and attainment of disadvantaged students and raise expectations of what they can achieve;
- ensure disadvantaged students are challenged in the work that they are set and in the classroom environment and at home;
- act early to intervene at the point need is identified;
- provide a highly quality CPD programme to improve our pedagogical knowledge; acknowledging that high quality teaching raises the outcomes for all, but it is disproportionately beneficial for the most disadvantaged.
- develop an effective whole school approach to developing the literacy, oracy and vocabulary of our disadvantaged students.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' progress and attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment in maths of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with multiplication and mathematical literacy.</p> <p>The assessment of Key Stage 3 students, as presented in the review statement of the academic year 2020/21 shows that significantly more disadvantaged learners did not make expected progress at the end of year nine. Learning gaps as a result of the pandemic need to be addressed for KS3 students and the new Year 10 and Year 11 cohorts.</p>
2	<p>Progress at the end of KS4 is the EBAcc is lower than that of their peers in the school and nationally. Despite this, the school is proud to offer a broad and ambitious curriculum to all students and will focus on developing metacognition and mastery learning in the classroom to support disadvantaged learners succeed in the EBAcc subjects. Last year, 40% of the disadvantaged students were entered for the EBAcc. Student voice and diagnostic teacher assessment suggests that disadvantaged students struggle with high tier vocabulary needed to excel in these subjects and reading comprehension can be a barrier to success. Our discussions with students and quality assurance cycle has highlighted the extent to which students' confidence has been affected in MFL along with their oral communication skills, as a result of the pandemic.</p>

3	<p>The reading skills of disadvantaged students have been impacted by the pandemic.</p> <p>The school uses GL Assessment to measure and track reading ages. The data shows that the reading ages of disadvantaged Key Stage 3 are below their non-disadvantaged peers.</p> <p>The average reading age of a non-disadvantaged student at the beginning of Year 7 is 12.5 years, with the average reading of a disadvantaged student at the beginning of Year 7 being 11 years. A similar pattern follows with Year 8 with the non-disadvantaged students having an average reading age of 13.5 at the beginning of Year 8 compared to disadvantaged students being 1.5 years behind their non-disadvantaged peers. In Year 9, non-disadvantaged students have an average reading age of 14 years compared to their disadvantaged peers who have a reading age of 13.</p> <p>In relation to Key Stage 4 students, the GL Assessment data shows how disadvantaged students have been affected in relation to developing their reading skills. In both Years 10 and 11 just over 40% of disadvantaged students are below age-related expectations in reading.</p>
4	<p>Our assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths and reading. These findings are backed up by several national studies:</p> <p>DfE findings from Autumn term 2020</p> <ul style="list-style-type: none"> • Students from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers). • The effect on disadvantaged students is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools. <p>DfE Interim Report January 2021</p> <ul style="list-style-type: none"> • All year groups have experienced a learning loss in reading. • Schools with high levels of disadvantage have experienced higher levels of loss than other schools, particularly in secondary (2.2 months in schools with high rates of free school meal eligibility and 1.5 months in schools with low rates of free school meal eligibility). <p>The impact of school closures on autumn 2020 attainment (RS Assessment Paper)</p> <ul style="list-style-type: none"> • The Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group in Maths, a widening of 2 months since 2019.

	<p>British Council report reveals impact of Covid-19 on language learning at schools in England</p> <ul style="list-style-type: none"> Two in five pupils in Key Stage 3 (age 11-14) at state secondary schools did not engage with language learning during the first national lockdown, leading to time lost to language learning for a lot of pupils.
5	<p>Teacher observations suggest many students, including disadvantaged learners, lack metacognitive / self-regulation strategies when faced with challenging tasks, this is in part due to the partial school closures and online learning students have completed. This is indicated across the curriculum, but is particularly prevalent in maths, science, languages and humanities.</p> <p>Teachers need to use metacognition strategies and mastery learning to support students' learning in the classroom.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 3 % lower than the attendance of the whole school.</p> <p>The school has a new attendance strategy to ensure that attendance does not have a negative impact on the progress of disadvantaged students.</p>
7	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</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
Improved progress and attainment among disadvantaged students in maths across KS3 and KS4.	<p>GL Assessment data will demonstrate that the gap between disadvantaged and non-disadvantaged learners in maths is closing.</p> <p>2024/25 KS4 outcomes in Maths demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> an average Progress 8 score of: 0.05 an average Attainment 8 score of: 9.77.
Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>2024/25 KS4 outcomes in the EBacc pillar demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> an average Progress 8 score of: 0.00 an average Attainment 8 score of: 14.62

<p>Improved reading comprehension, oracy and the use of higher level (tier 3) vocabulary among disadvantaged pupils across KS3 and KS4.</p>	<p>GLA reading tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Students use tier 3 words with ease in their written and spoken discourse.</p> <p>Teachers should also have recognised this improvement through engagement in lessons/work scrutiny and curriculum quality assurance.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and quality assurance observations suggest disadvantaged students are more able to monitor and regulate their own learning. Students are able to think more independently about their own learning.</p> <p>Increased homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced; ● the percentage of all students who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £284,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL Assessment for literacy and KS3 maths).</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly and staff will be trained in how to use the data to improve their own pedagogy and practice.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3 & 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3, EEF guidance and Ofsted Research Paper.</p> <p>We provide teachers with designated curriculum development time to embed key elements of the guides and fund teacher release time to access the Maths Hub resources and CPD opportunities.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Eight recommendations to improve outcomes in maths for 7–14 year olds:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>1 & 4</p>

	<p>Research review series: mathematics</p> <p>In relation to ‘inclusivity’ the review series suggests: Based on the above, high-quality maths education may have the following features:</p> <ul style="list-style-type: none"> • New content draws on and makes links with the content that pupils have previously acquired. • Curriculum progression is by intelligent design rather than by choice or chance. • Rehearsal sequences align with curriculum sequences. • Pupils who are more likely to struggle or who are at risk of falling behind are given more time to complete tasks, rather than different tasks or curriculums, so that they can commit core facts and methods to long-term memory. <p>We have a fully sequenced curriculum including low-stakes testing, summative assessment and homework rehearsal for retrieval and practice. We have one curriculum for all which means our expectations of coverage of the curriculum allows for all pupils to access the planned curriculum.</p>	
<p>Enhancement of our EBAcc teaching and curriculum planning in line with Ofsted Research papers and EEF guidance.</p> <p>Designated curriculum time given for the development of teaching and time to embed the key elements of the EEF/Ofsted documentation.</p> <p>Quality assurance programme used to evaluate effectiveness of new approaches undertaken.</p>	<p>There is strong evidence of a link between economic disadvantage and attainment in science, which in turn is a significant barrier to further participation in science subjects. The school will use the EEF recommendations to identify approaches which successfully boost attainment and remain this barrier.</p> <p>Science EEF Research review series: science</p> <p>In schools, the teaching of geography gives students an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. This is a core part of high quality teaching and learning in geography at Weatherhead and highlighted as best practice in the Research review series: geography.</p> <p>At Weatherhead, teaching and curriculum design in history reflects the relationship between substantive and disciplinary knowledge.</p> <p>Teaching develops pupils’ historical knowledge and their historical analysis simultaneously. This is</p>	<p>2 & 5</p>

	<p>highlighted as best practice in the Research review series: history</p> <p>In 2020, 'Language trends' shone a spotlight on disapplication. Disapplication is when a school removes all or part of the curriculum for a pupil or group of pupils as evidenced in Curriculum research review series: languages</p> <p>At Weatherhead, every student at KS3 studies a language and all students are given the opportunity to gain a languages qualification at KS4. The careful curriculum design engages all learners irrespective of background of ability.</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and focus on each teacher's subject area.</p> <p>It will be rolled out first in the EBAcc subject maths to help raise EBAcc progress and attainment for disadvantaged students, followed by maths and other subjects identified as priorities.</p> <p>Whole-school literacy training and weekly teaching and learning strategies shared with staff.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English this is clearly evidence in the Oxford Language report and EEF findings:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies EEF</p>	1, 2, 3, & 4
<p>Additional literacy lesson for all Year 7 and 8 students and designated form time reading programme. Focusing on all disadvantaged reading aloud to their</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	1, 2, 3 & 4

<p>form tutor and reading a book for pleasure.</p> <p>Effective reading intervention as part of the English curriculum led by the LRC Manager.</p>	<p>Recommendation 3 from the EEF guidance document: Develop students' ability to read complex academic texts.</p> <p>The forensic reading programme at Weatherhead provides training for staff that focuses on teaching reading more effectively. The programme allows students to comprehend complex texts by engaging with what they are reading.</p> <p>Recommendation 6 from the EEF guidance document: Provide opportunities for structured talk.</p> <p>The forensic reading programme provides the opportunity for this to be a feature of every lesson. Over time, all students will develop their ability to discuss texts with confidence using tier 2 and 3 vocabulary.</p> <p>The impact of reading for pleasure: The Millennium Cohort Study. https://www.sciencedirect.com/science/article/pii/S009174351930369X</p> <p>Recommendation 7 from the EEF guidance document: Provide high-quality literacy interventions for struggling students.</p> <p>The English department proactively plans to support students with the weakest literacy in Years 7 and 8, with the support of the LRC Manager.</p>	
<p>Whole-school CPD programme to develop quality first teaching for all students.</p> <p>Extended Lead Researcher programme. Whole-school focus on metacognition, mastery learning, literacy and SEND CPD.</p>	<p>EEF document: Using your pupil premium effectively: https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?</p> <p>EEF impact of metacognition and self regulation: https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF impact of mastery learning: https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learnin</p>	<p>1, 2, 3 & 5</p>

<p>Enable high quality feedback in English, Maths and Spanish by reducing class sizes in KS4.</p> <p>Reduction in class sizes at KS4 in Spanish. Beneficial for high attaining students in Year 11 allows students to develop their speaking skills (more time for longer-quality teacher-student talk in lessons).</p> <p>This addresses a challenge identified by the school regarding students needing to develop their oral skills in Spanish.</p> <p>Bespoke teaching and learning CPD for English, maths and MFL teams focusing on effective feedback.</p>	<p>A reduction in class sizes ables students to benefit from high quality feedback, which is evidence in the EEF document: https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The benefits of high quality talk is evidence in the EEF document below . In Spanish this approach will help to develop students’ speaking skills because it is typically well-structured and guided by teachers and allows teachers to support students by modelling high-quality talk, for example including key vocabulary and metacognitive reflection: Improving Literacy in Secondary Schools EEF</p>	<p>1, 2, & 3</p>
<p>Whole school numeracy development.</p>	<p>EEF IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE Guidance Report states:</p> <p>Ensure that pupils develop fluent recall of number facts. Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</p> <p>We have a whole school focus on multiplication tables and fluent recall of number facts through form tutor time multiplication/division challenges and use of TT Rockstars platform to encourage independent practice. This creates a high profile for this skill and sits alongside key skills starters and homework tasks in Mathematics lessons.</p>	<p>1 & 2</p>

	<p>Specific intervention support is in place for a cohort of students with SEND which focuses on key mathematical skills identified by teachers as requiring improvement or as learning gaps. This intervention is conducted by trained Mathematics specialist teaching staff as also recommended in the above report.</p> <p>OFSTED's research review for Mathematics states that: Based on the above, high-quality maths education may have the following features</p> <ul style="list-style-type: none"> • School-wide approaches to calculation and presentation in pupils' books. • School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other. <p>This is a focus for development around our Use of Mathematics Across the Curriculum at a whole school level to ensure consistency and appropriate training for all staff teaching Mathematics, not just Mathematics teachers.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £127,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional maths and English lessons for targeted Year 11 students. A high proportion of the students are disadvantaged.</p> <p>Focus on the development of key maths skills and reading intervention.</p> <p>Additional maths and English 1-2-1 intervention.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Blog - News and advice from Rising Stars and RS Assessment</p> <p>Rising Stars research suggest that the following mathematical issues need to be addressed to bridge the gaps, which are a focus in additional maths lessons:</p> <p>Insecure knowledge of facts such as number bonds and times tables.</p>	<p>1 & 3</p>

	<p>Lack of understanding and fluency of standard calculation methods (both written and mental).</p> <p>Poor understanding / quick forgetting of key mathematical vocabulary.</p> <p>Loses their place in multi-step operations / tasks Inability to make connections between areas of maths.</p>	
<p>Adopting targeted literacy intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps and key mathematical concepts, using local dyslexia and dyscalculia specialist intervention provider and the school's teacher of intervention.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including high ability students in science.</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 6 & 7</p>

Spanish intervention to support students with developing their vocabulary and oral language skills in response to needs identified by school.	The importance of developing students' spoken language skills is highlighted in Curriculum research review series: languages which states: <i>For learners to create the meaning they want (rather than relying on formulaic routines), they need both the linguistic capability and the motivation for 'real' speech. The classroom should enable pupils to try out the target language. It should help them consolidate their knowledge, while the teacher provides examples of, and monitors, language use.</i>	2
Contingency fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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

Budgeted cost: £ 112,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will receive training to implement new procedures.</p> <p>Appointed an attendance support teaching assistant to help improve attendance.</p> <p>Use of KS3 Learning Zone to support students with securing regular attendance.</p>	The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Use behaviour interventions for students	EEF research demonstrates that Social and emotional learning (SEL) interventions seek to	7

<p>who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with the ADHD foundation and a local provider who provides behaviour therapies to targeted students.</p> <p>Student wellbeing.</p> <p>Use of external counselling services to support students' wellbeing and mental health.</p> <p>Alternative Provision for small cohort.</p>	<p>improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF research shows that more specialised programmes which are targeted at students with specific behavioural issues can help improve attainment of struggling students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Enhanced homework support in school for all students.</p> <p>Teachers, teaching assistants and pastoral and academic support workers provide daily homework support to students to help them get back into good learning and study habits.</p>	<p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2, 3, 4, 5, 6 & 7</p>

Total budgeted cost: £ 524,235

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The impact of Covid-19 disrupted all aspects of school life, as evidenced in schools across the country. However, the impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of live lessons and online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding year. At the times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was higher. This is why attendance is a focus of our current plan.

Our assessments demonstrated students' mental health was significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

For a detailed evaluation of the impact of Pupil Premium strategy 2020-21, click on the link below:

■ [An Overview of the Progress and Attainment of Disadvantaged Students 2020-21 November...](#)

Further information

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:

- This year, the school has enhanced the role of a Maths teacher to offer bespoke support to SEND students.
- The Most Able Coordinator provides academic mentoring to the high ability disadvantaged students. Disadvantaged students are given the opportunity to take part in the Brilliant Club to raise aspirations and develop study skills.
- Learning zone/pastoral academic support staff to support with student's emotional wellbeing.
- The school offers a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

- A collective response from the Senior Leadership team to ensure that the Pupil Premium/Recovery Premium is implemented successfully.
- Evidence has been triangulated from multiple sources of data including assessments, engagement in class work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.
- Evaluation of pupil premium is part of the link governor programme.
- The school will also use destinations data to evaluate the impact of the Pupil Premium strategy.
- Extensive research has been undertaken by studying a number of reports and studies about effective use of pupil premium, 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 (The studies and research are listed in the sections above).

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.

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