



QUEEN'S PARK HIGH SCHOOL

School overview

Detail	Data
School name	Queen's Park High School
Number of pupils in school	731
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	T Kearns, Headteacher
Pupil premium lead	T Gregory
Governor / Trustee lead	Sue Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,615
Recovery premium funding allocation this academic year including school led tuition	£37,608
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	£197,223

Part A: Pupil premium strategy plan

Statement of intent

The school committed to a significant journey of improvement, for all pupils, and the impact of its work was validated in an Ofsted Inspection in January 2020, at which the school was judged to be good in all areas, with the exception of the sixth form where there was still work to do. We believe **education is not optional** and want to ensure **all pupils receive** a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Teaching and learning is at the heart of what we do at QPHS and we remain committed to deliver a broad and ambitious curriculum aimed to meet the needs of all pupils. Providing high quality teaching coupled with a wider enrichment offer is proven to make the biggest difference. We acknowledge the challenge faced by vulnerable students who are open to multi-agency work and we are keen to support all our learners to return to the routine of school in 2021/22 following two years of educational disturbance caused by the pandemic, although throughout this time we have remained uncompromising in our expectations of all pupils.

The Strategic Plan for Pupil Premium students is no less ambitious and includes the following Key Performance Indicators:

- Ensure that all PP students benefit from good and outstanding teaching and learning across the school
- Improve the behaviour and attitude to learning of PP students, so as to see them more fully engaged in the teaching and learning process
- Develop students' metacognition feedback strategies, to further engage students in their own learning and improve rates of progress of PP students.
- Develop current assessment models and strategies which diagnose gaps in progress amongst PP students, providing robust data and information which can be used to make judgements on appropriate intervention.
- Improve standards of literacy amongst PP students through the implementation of the whole school literacy development plan and through targeted intervention.
- Address the increased social, emotional and mental health issues which are affecting the progress and well-being of a small number of PP students.
- Improve attendance and punctuality of PP students in order to reduce incidences of missed learning.
- To ensure that no PP student is exempt from any opportunity at the school to fully take part in educational visits and enrichment activities
- All staff are highly ambitious and passionate about social mobility.
- CEIAG informs PP students across the curriculum about making subject and career decisions, inspiring and motivating students to reach their potential and raising aspirations.

Challenges

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

Challenge number	Detail of challenge									
1	<p>Current reading ages on entry to year 7 for PP students, in all year groups, are lower than their non-PP peers.</p> <p>GL NGRT testing of year 7 September 2022.</p> <table><tr><td></td><td>Average Standard Age Score</td><td>Average Reading Age</td></tr><tr><td>PP</td><td>97</td><td>10</td></tr><tr><td>NPP</td><td>105</td><td>12</td></tr></table> <p>This is a barrier which prevents progress and ability to access exam paper material thus leading to less secure outcomes at KS4. Culture of reading at home is not embedded.</p>		Average Standard Age Score	Average Reading Age	PP	97	10	NPP	105	12
	Average Standard Age Score	Average Reading Age								
PP	97	10								
NPP	105	12								
2	<p>PP students make less progress than non-PP students and this will then have a negative impact on their performance overall. Progress measures in 2021/2 indicate QPHS PP students achieved a P8 score of -1.9. National studies show that disadvantaged students and their families have been disproportionately impacted by partial school closures and disruption to learning.</p>									
3	<p>Attitude to learning, resilience and engagement in class is lower with disadvantaged students which is linked to lower progress. This has partly been driven by recent disruption to learning due to COVID, which in turn has not only brought on lost learning, but has also caused gaps in exam and revision preparation, the PSHCE/CEIAG curriculum and extra-curricular opportunities.</p>									
4	<p>Attendance of disadvantaged students is historically lower than non-disadvantaged. Attendance rates for PP students was 83.95% at the end of 2021/22 and for non-PP students it was 91.74%. Some PP students showed persistent absence; this reduces their school hours and in-class assessments, observations and pastoral work evidence shows that absenteeism, is having a negative impact on disadvantaged students' progress.</p>									
5	<p>The proportion of PP students receiving suspensions and internal exclusions is higher than non-PP students. Time out of education can create barriers between the school and home, reduce aspirations and diminish any love of learning. Suspensions also feed into our disadvantaged attendance challenge leading to gaps in learning.</p>									
6	<p>Limited resources at home, and in some cases lack of parental engagement mean some PP students do not engage as fully or effectively in the classroom, or in activities that extend beyond the classroom</p>									
7	<p>Assessment practice and planning does not consistently involve diagnosis of students' achievements and affect planning in a way that addresses emerging gaps in knowledge and/or skillsets which in turn, does not lead to adaptations of planning and curriculum. This is seen as a result of book sampling and the lack of variation between students' assessment responses.</p>									
8	<p>Some PP students' behaviours in class are affected by their limited levels of learning resilience and there is a lack of consistency and understanding from all teachers as to how to support students with the development of resilience in their approach to their learning. We know this because of lower than average SSA marks for our PP cohort.</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
To reduce the difference between chronological age and reading age so that Reading growth in literacy improves based on expected rates of growth as per their chronological age.	<ul style="list-style-type: none"> -Reduce the percentage of disadvantaged students reading below their chronological age. -By 2024/25 and years leading up to this, reading, vocabulary and spelling intervention will have a direct impact on attainment.
<p>Reduce the attainment difference between Year 11 PP and non-PP students and build safeguards to maintain and reduce the gap before students reach Year 11</p> <p>In Year 2 and 3, new assessment models in KS3 support identification of gaps with robust and valid data, which in turn leads to better intervention</p>	<ul style="list-style-type: none"> -In Year 1, disadvantaged students making progress in line with FFT50 -Year 3, disadvantaged students making progress in line with FFT 20 -Identified gaps in progress in Year 10 at all data points based on data, where any gaps between disadvantaged students and their peers are initially maintained and then reduced. -Consistent application of good and outstanding teaching and learning identifies, intervenes and closes gaps between PP students and their peers -Consistent application of good and outstanding teaching and learning puts our PP students first with equity for our students with the biggest barriers to success e.g. PP students with SEND. -Embedding of new KS3 assessment model, initially in science and music, further rolled out to English and maths in Year 1, with success measured by both staff and student voice indicating greater confidence, knowledge and understanding of pupil progress. With the model rolled out in Year 2, gaps between disadvantaged students and their peers will be identified <u>faster</u> and interventions can be put in place quicker. In Year 2, based upon the new assessment model, the gap of IA1 in each KS3 year will be the greatest, narrowing throughout the year – progress enhanced by assessment informing teaching and learning. Our current Year 7 PP students will be making progress more in-line with non-PP students by the end of Year 9.
Improve the behaviour and attitude of the minority of PP students who are disengaged in school life.	<ul style="list-style-type: none"> -Study Skills and Attitude Grades (SSA) improve resulting in fewer behaviour logs and increased progress for PP students. . -The average SSA for PP students in each year group is at least 2. -A minimum of 90% PP students achieve an SSA score of at least 2. - Staff voice indicates that PP students have increased aspirations over the programme. -Rates of engagement for extracurricular and enrichment involvement show PP students to be as engaged as those non-PP.
Improved attendance rates of PP students	<ul style="list-style-type: none"> -The difference of attendance rates of PP students, improves from 86.2% to be more in line with non-PP students at 93.5% -In Year 2 and 3, PP students' attendance should improve upon Year 1, with a target of national average, but above the local authority average.
Improved exclusion rates of PP students.	<ul style="list-style-type: none"> -The difference of exclusion rates of PP students, improves from 4.0% to be more in line with non-PP students at 1.7%. - In Year 2 and 3, exclusions of PP students should be no greater than non-PP students.
Improve the parental engagement of parents of PP students.	100% of parents of PP students attend all in-school events or engage via other means (telephone meeting, one-to-one meeting) if unable to attend due to work commitments at least once during the academic year. This increased involvement of parents should support students to appreciate

	the value of education and year-on-year, this outcome will feed into progress, attendance and attitude to learning, supporting with an improvement in each of these measures.
Consistency of Teaching and Learning PP Practice	A set of teaching and learning principles will be shared with staff with pertinent training linked to the use of these in-class strategies. These will become embedded in all classrooms and evidence of their application will be seen in all learning walks, lesson observations and in professional conversations around T&L.

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: £82,317.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extra support in maths, English and science by reducing class sizes to ensure high attainment.	<p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits <u>disadvantaged pupils</u>. [Larger classes] would reduce the amount of attention [teachers] could give to individual pupils during lessons and that this could have a negative impact on their learning</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Reduction in class size allows the teacher greater proximity to the students and thus more opportunities for one-to-one and small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.</p>	1, 2, 3, 7
<p>Improving literacy and reading in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>We will fund professional development and instructional coaching from <u>The Literacy Company</u> focussed on each teacher's subject area, with a focus on reading and spelling. – Year 1</p> <p>Embed pedagogy of disciplinary literacy and reading in all curriculum areas with continued CPD. – Year 2/3</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (oup.com.cn)</u></p>	1, 2
Improving vocabulary and spelling in all subject areas in line with recommendation 2 in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.	<p>Acquiring subject-specific vocabulary is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u></p>	1,2

<p>We will fund a schoolwide vocabulary programme <u>LEXONIK</u> focussed on explicit teaching of Tier 2 and Tier 3 vocabulary in all subject areas.</p>	<p>A <u>report by the Sutton Trust</u> in 2012 noted that there was a 19-month vocabulary gap between school starters from lower-income households and their more affluent peers. A <u>report by Oxford Education for Oxford University Press</u> states that it is likely that the COVID-19 pandemic has widened this gap further.</p>	
<p>Development of T&L strategies which focuses directly on literacy during CPD time.</p> <p>This will support the whole school approach to Literacy development in all classrooms.</p> <p>Embedding retrieval practice across all subjects and all year groups. There will be evidence of regular retrieval work across the school. Staff inset time has been allocated to provide training to ensure a consistently practice across the school to support the learning of PP students.</p>	<p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (oup.com.cn)</u></p> <p>K. Jones (2019), (2021) and (2021) highlights the pedagogical benefits of retrieval practice and how it benefits students long term. Jones explains how retrieval practice aids later retention, prepares students for the next learning episode and helps boost confidence amongst all students, with positive outcomes for disadvantaged learners.</p> <p>J. Karpicke (2012) wrote that practicing retrieval does not merely produce rote, transient learning; it produces meaningful, long-term learning. This is the most effective strategy for equipping our students with the skills for success long term.</p> <p>T. Sherrington (2019) highlights the benefits of regular retrieval. Sherrington states that the main benefit is that it allows students to reactivate recently acquired knowledge. This aids students long-term as it enhances their understanding of key concepts.</p>	<p>1, 2, 3, 8</p>
<p>Improving oracy in all subject areas in line with recommendations in the <u>EEF Oral Language Interventions</u> guidance via staff CPD.</p>	<p><u>Speaking Up for the Covid Generation</u> report from <u>I-CAN</u> notes that 1.5 million* children are at risk of not being able to speak or understand language at an age-appropriate level.</p> <p>The <u>Speak for Change Inquiry April 2021</u> notes that disadvantaged children with poor language skills can widen the reading gap by up to 5 years by the age of 14.</p>	<p>1, 2, 3, 6</p>
<p>Improving the use of assessment with a focus in Year 1 on diagnostic assessment in KS4 and how assessment shows progress in KS3 in order to ascertain disadvantaged pupil progress and monitoring of</p>	<p>Case studies show that embedding formative assessment helps students to make the equivalent of 2 months progress, with lower attaining students making greater progress:</p>	<p>2, 7, 8</p>

gaps. Year 2 embedding new Key Stage 3 assessment model.	<p><u>Embedding Formative Assessment Projects Education Endowment Foundation EEF</u></p> <p>The EEF also outline the need for good assessment models in order to support with diagnosing barriers to success across the curriculum:</p> <p><u>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</u></p>	
To develop an intervention model that supports all students but puts PP students first.	<p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits <u>disadvantaged pupils</u>.</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Daniel Sobel (2018) demonstrates the importance of a 'co-ordinated and robust intervention programme'. Sobel emphasises the importance of 'focussed, sustained and consistent intervention'.</p> <p>M. Rowland (2021) highlights the importance of adopting a culture of early intervention. This allows for issues to be rectified early and ensure that the student can develop fully</p>	2, 3, 4, 5, 7, 8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,850.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding provided for School Led Tutoring through the National Tutoring Programme.</p> <p>Year 1 – 75% subsidy 25% school contribution</p> <p>Year 2 – 60% subsidy 40% school contribution</p>	<p>M Rowland (2021) states that schools should adopt evidence based small group/one-to-one tuition to address gaps in learning.</p> <p>The EEF Teacher Toolkit, quoted in the DfE tuition guidance document states that tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on</p>	1, 2, 3, 4, 5, 6,

<p>The target for this intervention is disadvantaged students.</p> <p>In addition, explore the availability of employing an Academic Mentor through the National Tutoring Programme to support with EAL provision of PP students.</p>	<p>average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>The EEF guidance (2015) quoted in the DfE tuition guidance document states that tutoring can help build resilience.</p> <p>The EEF guidance (2018) also quoted in the DfE tuition states that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Targeted academic support forms a section of every curriculum area 'Making A Difference' plan.</p>	<p>Departments focus time and resources on the PP students identified below target after each assessment point and after each 'Health check'.</p>	2
<p>Adopting a phonics-based targeted reading programme LEXONIK Leap as a reading intervention to develop knowledge, fluency of decoding and word mastery for disadvantaged pupils with scores below 84 who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Adopting a reading comprehension based reading programme LEXONIK Advance to improve reading in students with a score between 85-112</p> <p>Year 1 - We will fund training for Y12 students from The Literacy Company to enable students to support a reading recovery programme for Y7/8 reluctant readers.</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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Increasing visibility of disadvantaged students across all strategies in school, improving policies to support with putting</p>	<p>Evidence indicates that any changes implemented to support disadvantaged students must be underpinned by successful policies rolled out across school. The EEF highlights the need for</p>	2, 3, 4, 5, 7, 8

disadvantaged students first in the curriculum, pastoral and intervention procedures.	pupil premium student support must be aligned with current policies in school along with CPD to support 'putting disadvantaged students first: Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF	
<p>Developing a new intervention model which reacts to acquired academic outcomes, IA data drops and formative assessment. This model will follow a 'wave' process, which scales up depending upon the need of the student and will feed into both subject and literacy based strategies. Intervention for disadvantaged students will come first.</p> <p>Consistent use of Quality First Teaching strategies, based on our T&L foci will provide students with the support they need to make progress. QFT will be evidence via lesson drop-ins, detailed work scrutiny targets T&L emphasis – honing into and sharing of best practice with a high emphasis on literacy.</p>	<p>For the school to offer a successful and bespoke intervention process meeting each disadvantaged student's needs, a variety of evidence based strategies must be trialled, monitored, evaluated and implemented where there is proven success. Examples which the EEF identify as highly effective based on evidence strength are:</p> <p>Oral Language Intervention Oral Language Intervention Toolkit Strand Education Endowment Foundation EEF</p> <p>Effective Feedback Feedback Toolkit Strand Education Endowment Foundation EEF</p> <p>Tutoring One to One Tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £73,055.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the leadership of pupil premium and literacy to ensure a joined up and strategic approach to the strategy.</p> <p>Year 1 - This involves the appointment of an Assessment lead PP Literacy Lead PP. Year 2, these staff have become AHT</p>	<p>Evidence shows that gaining a thorough knowledge of disadvantaged pupils' attainment levels and barriers to this across the curriculum is an important initial step in any plan to support disadvantaged students. Internal data supports this including teacher feedback and attendance/behaviour data.</p> <p>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</p>	1, 2, 3 4, 5, 6, 7, 8

and lead on these area whole school. Plus 2 Assistant Key Stage leads of KS3&4 who will focus on achievement, behaviour and attendance to students in their Key Stage.		
Work with the behaviour hubs programme to improve standards of behaviour and build on relationships to improve attitude to learning	<p>M. Rowland (2021) highlights the importance of schools building positive relationships with students and their families in order for them to engage and have success.</p> <p>D. Sobel (2019) provides details of how to support students with behavioural issues in order to reduce Fixed Term Exclusions and return them to the classroom. Providing 'support in order to return to the classroom' is one of these effective strategies.</p> <p>M. Pinkett and M. Roberts (2019) consider the need for 'effective strategies to deal with behavioural issues before they enter the classroom.'</p> <p>T. Bennett (2020) states the importance of ensuring students understand how they are expected to behave. In some cases, students may need teaching about what is acceptable within a classroom environment. Until this is achieved, the student is not ready to learn.</p>	3, 4, 6
Tailored parental engagement strategy which puts communication to disadvantaged families first, supports parents and guardians through key decisions in their child's education and provides opportunities for pastoral, extra-curricular and future planning with strong links to home. With will involve the recruitment of a Pastoral Support Officer focusing on attendance and punctuality.	<p>Parents play a crucial role in supporting their children's learning, which in turn has an impact on progress in school, particularly students with low prior attainment. Evidence shows that strong links to home promotes a stronger student-school relationship and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><u>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</u></p>	3, 4, 6
Tracking and monitoring of attendance and attitudes to learning weekly, implementing specific support for disadvantaged students where intervention is required. Supporting disadvantaged students to value education with rewards for improved and consistent attendance rates, working with families and pastoral	<p>Evidence from the NFER shows that attendance had the strongest links to Attainment 8 and Progress 8 outcomes at KS4. Poor attendance is linked to a variety of factors of which some are controllable challenges by school:</p> <p><u>Being Present - The Power of Attendance and Stability for Disadvantaged Pupils National Foundation for Educational Research NFER</u></p> <p>Research also shows that working on parental engagement, as part of the school's other strands, will support with some controllable challenges:</p>	3, 4, 6

leads to overcome barriers to attendance.	Parental Engagement Toolkit Strand Education Endowment Foundation EEF	
A cultural capital focus with a curriculum which supports opportunities in the learning environment, relating learning to the world around them. Outside of the classroom, educational trips, visits to local business sites and foci on CEIAG education will all put disadvantages student first on an equity as oppose to equality basis.	Research shows that school focussing on cultural capital, both in and out of school, helps to support students facing socio-economic disadvantage. The best policies have a balance of both in-class and out-of-class opportunities, focussing on developing the individual beyond school which leads on to improved school outcomes and the value of education. Against the odds report.pdf (publishing.service.gov.uk)	2, 3
Recruitment of an SEMH manager to work with disadvantaged students with Social Emotional Mental Health needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.	3, 4, 5, 8
Funding to support extracurricular activities for disadvantaged students (sports, music, art, enrichment curriculum clubs)	Extracurricular activities are an important part of education in its own right. The aim is to increase school engagement. Example of arts participation impact.	3, 4, 6
Provide an in school mentor for all Y11 disadvantaged students to keep track of progress, attitude to learning and to support them in improving	According to the EEF, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge	2

Total budgeted cost: £203,868

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.

CPD to improve Teaching and Learning of disciplinary literacy took place by literacy lead. Every curriculum area diagnosed areas of good practice and areas of development and wrote plans to improve pedagogy of disciplinary literacy in their areas. Learning walks suggest that there has been an improvement in this area in lessons and is a focus of all work scrutiny and lesson observations. We know that literacy and reading ability is a key to opening the curriculum of all students and as such continual improvements in this area have placed it as a whole school priority for the coming academic year. New NGRT reading assessment will provide data on the impact of strategies to improve reading ability.

Progress measures in 2021/2 indicate QPHS PP students achieved a P8 score of -1.9. However, when focussing on our goal in Year 1, our PP A8 grade of 2.65 was only 0.18 of a grade away from the FFT50 goal of 2.83, meaning a 7% deficit in terms of actual grades. PP students also achieved English outcomes in line with FFT50 targets with 23.5% of disadvantaged students achieving 9-5 in English. The 9-4 measure in English was only 11% down on FFT50 measures too, equating to 2 students underachieving. Outcomes in English also exceeded the average grade score compared to the FFT50 target. More work is needed to close the attainment gap in maths as none of the comparable targets to English were met.

This success in English has also been replicated in science with an average grade of 2.82 for PP students across the science element compared to the FFT50 target of 2.71. Further work in Ebacc measures (humanities) are required to bring this in line with science.

In terms of progress, students exceeded FFT50 progress measures in a number of subjects. This was evident in drama (+0.67), French (+2.00), photography (=0.00) and RE (+1.00). FFT 20 progress targets were also exceeded in French and RE.

15 Year 11 students attended Tute English tuition which focussed on revision skills prior to their English language exams. 4 of these students achieved their target grade (FFT20 target). Tutoring also supported English outcomes with these 15 students achieving, on average, +0.67 of a grade better in English language compared to other subjects in school. 8 Year 11 students attended Tute maths tuition, 3 Year 11 students attended Tute physics tuition and 3 Year 11 students attended Tute Spanish tuition. These interventions had a lesser/negligible impact on outcomes.

A group of sixteen Year 10 disadvantaged students completed weekly English tutoring provided by Action Tutoring. This intervention took place from March 2022 until July 2022. In their Year 11 Autumn mocks, these students performed 0.42 of a grade better in English compared to other subjects, indicating the impact of this tuition.

9 PP Year 10 students were identified as underachieving in maths at IA1 in Year 10. These students took part in weekly in-school tutoring. Five of these students improved their outcome at IA1 by at least one grade with two students improving by two grades.

15 PP Year 8 students were identified who were underachieving in science at the beginning of the year after IA1. These students took part in in-school tutoring within the science department. At IA3 at the end of Year 9, 60% of the students were either 'Meeting' or 'Exceeding' in science, with 27% of students moving from 'Working Towards' to 'Meeting'.

To support with academic progress of PP students, all year 11 PP parents met or had longer, strategic phone calls with Mr Jones post-parents evening, with plans put in place to support with revision and how school can support. Careers event during the summer term in Lache community to bring school and careers support to large PP cohort to reduce any barriers accessing support from school and next steps.

Pastoral team capacity was increased to help monitor, support and intervene with students behaviour, attendance and attitude in school. Attendance of PP students dropped from 86.2% 2020/21 to 83.95% for 2021/22. Similar numbers of PP and NPP students were suspended from school, however due to PP making up 30% of the cohort, their rate of suspension is still higher.

Evidence tells us that high quality teaching and learning will have the biggest impact on outcomes of PP students. As part of the work in this strategy last year the school have developed a Pupil Premium promise for staff to use in lessons to improve outcomes for PP students. There has been CPD for all staff around this 10 point plan and it is used as part of learning walks/observations to ensure that there is consistency in its application and teaching and learning focussing on PP students.

In addition to this a new KS3 assessment model was fully rolled out across whole school and ahead of schedule. All departments have prepared assessment grids ready to use in the coming academic year. Quality assurance and feedback of these new grids will take place to enable them to be refined.

Externally provided programmes

Programme	Provider
Bespoke Literacy CPD	The Literacy Company
Action Tutoring	Tute
Vocabulary/Reading comprehension	LEXONIK
NGRT	GL

