

## Pupil premium strategy statement

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

The statement 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	Fareham Academy
Number of pupils in school	856
Proportion (%) of pupil premium eligible pupils	38.13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	1 <sup>st</sup> October 2022
Date on which it will be reviewed	1 <sup>st</sup> October 2023
Statement authorised by	Mr C Prankerd
Pupil premium lead	Mrs N Bungay
Governor / Trustee lead	Mrs R Clifton Mrs C Collins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 222,610
Recovery premium funding allocation this academic year	£67,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£290,475

# Part A: Pupil premium strategy plan

## Statement of intent

To grow a culture where education is valued by all and used by everyone as the key to unlock future opportunity. Where staff cultivate a desire for learning and self-improvement and students feel safe and supported in order to reach their personal potential, therefore leaving the Academy as well mannered, confident and culturally rich individuals.

As an inclusive academy, our overarching aim is to grow a culture where education is valued by all and used by everyone as the key to unlock future opportunity. We want staff to cultivate a desire for learning and self-improvement and for students to feel safe and supported in order to reach their personal potential,

Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low aspirations, raise lifelong attitudes and focus on removing barriers to learning and achieving excellence. Our Pupil Premium strategy aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention we can overarchingly provide all children the access and opportunities to enjoy academic success. As a result we strive to enable students to reach their personal potential, therefore leaving the Academy as well mannered, confident and culturally rich individuals.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Insufficient outcomes and progress at KS4.</b> PP Student outcomes are lower than non-PP students. In 2022 the gap between PP and Non-PP Attainment 8 scores was 13.69.
2	<b>Low levels of literacy and numeracy</b> Assessment observations, feedback from feeder schools, baseline assessments, CATs and LUCID scores outline that our PP students do not have as high levels of literacy and numeracy as their peers.
3	<b>Low speech and language and communication levels at entry</b> Assessment observations, feedback from feeder schools and baseline assessments, outline that our PP students do not have as high levels of speech and language communication as their peers on entry.

4	<p><b>High non-attendance levels and lack of student and parent engagement</b></p> <p>Attendance statistics, internal school data and school surveys depict poor levels of parental engagement amongst our PP students</p>
5	<p><b>High levels of Social, Emotional, and Mental Health problems.</b></p> <p>Our observations, attendance statistics and internal monitoring show a continued impact of COVID-19 pandemic on our students Mental Health and Well-being to a greater extent than their peers.</p>
6	<p><b>Lack of cultural capital and low aspirations for future destinations</b></p> <p>Our observations, student feedback, feedback from feeder schools and attendance figures at parents evening and other school events highlight low levels of aspiration for PP students and limited exposure to cultural enrichment activities outside of school.</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
Improve attainment among our PP students across the curriculum at the end of Key Stage 4.	<ul style="list-style-type: none"> <li>• PP students to achieve, or exceed, 4+ basics, 5+ basics and 7+ basics, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• PP students to achieve, or exceed, A8 averages, in line with national averages for all students.</li> </ul>
Improve literacy and numeracy levels so that pupils can access the whole curriculum.	<ul style="list-style-type: none"> <li>• PP students to achieve, or exceed, 4+ basics, 5+ basics and 7+ basics, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• 100% of students to read during tutor time at least once a week to improve literacy.</li> <li>• 100% of students to participate in numeracy challenges weekly to improve access to maths-based learning.</li> <li>• 100% improvement in literacy and numeracy of students receiving intervention for English and Maths.</li> <li>• LUCID test scores to increase between year 7 and 9 to move in line with or exceed national average.</li> <li>• 90% successful engagement with Bedrock in KS3 to improve vocabulary and reading skills.</li> </ul>

<p>Improve oracy and student use of tier 3 language so that pupils are able to access the whole curriculum.</p>	<ul style="list-style-type: none"> <li>• 90% of KS3 on Lucid testing have 84 and above word recognition and reading comprehension accuracy</li> <li>• PP students to achieve, or exceed, 4+ basics, 5+ basics and 7+ basics, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• Use of Speech and Language Specialists and ELKLAN trained support staff to improve fluency of language and social communication in students</li> <li>• 100% pass rate in English spoken language component.</li> </ul>
<p>Improve attendance levels</p>	<ul style="list-style-type: none"> <li>• Persistent absence rate for PP will be in line, or lower than national averages.</li> <li>• PP students will achieve, or exceed, attendance percentages in line with national averages.</li> <li>• Increased parental engagement from tutor, Head of Year, Head of Key Stage and Senior Leader link to year groups to improve attendance and remove any perceived barriers resulting in improved attendance.</li> <li>• 6 half termly attendance challenges and incentives across all year groups. Impact demonstrated in improved attendance for students in the challenge.</li> <li>• Attendance monitoring rigorously tracked through the attendance team with clear actions for review, resulting in a reduction of persistent or poor attendance.</li> <li>• PP attendance lead to personally liaise with PP parents for those students whose attendance has declined over time and set clear actions for improvement, resulting in improved attendance in school.</li> </ul>
<p>Provide meaningful support to pupils with Mental Health and Well-Being (MHWB)</p>	<ul style="list-style-type: none"> <li>• Tutors to log a golden thread on ClassCharts for every child to build positive relations and improve understanding about each individual.</li> <li>• Increase number of ELSA ( Emotional Literacy Support Assistant) trained staff to support MHWB.</li> <li>• Student support services to log all students support to review cases or rising need. Ensuring all information is shared with all relevant parties to provide continued appropriate support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of RAK (Resilience, Aspiration and Kindness) days to support students understand about MHWB and provide resources for them to use or access.</li> <li>• Tutor time and Personal Development Learning (PDL) sessions to support student awareness of MHWB.</li> <li>• Use of GEM (Guidance for Emotional well-being and Mental Health) programme to ensure that students receive effective, personalised support.</li> <li>• Provide opportunities for parents to come to school to discuss MHWB and develop strategies to recognise need and support at home.</li> <li>• Provide information for parents about external agencies that support MHWB.</li> <li>• Educational off-site provisions used to re-engage students in school life and provide personalised provision (Gateway and external provision).</li> </ul>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for PP students to take part in national and international trips.</li> <li>• For 75% of PP students to achieve DofE Bronze award.</li> <li>• 100% of PP students attend a meeting with the careers officer in year 11.</li> <li>• NEET (Not in Education, Employment or Training) figures for PP are in line with, or lower than, national average.</li> <li>• All PP students to access a careers fair to encourage high aspiration.</li> <li>• PP students in Year 11 to be invited to attend residential revision trip.</li> <li>• PP students encouraged to participate in clubs at school</li> <li>• PP students offered peripatetic music lessons</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: £164,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional capacity in English and Maths in Year 11	Rigorous monitoring and tracking of pupil progress through English and maths leads, PP teaching and Learning lead and SLT (Senior Leadership Team) link.	1
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching</p> <p>Teaching and Learning lead to develop a comprehensive CPD programme ensuring detailed time is allocated to the provision of meeting PP student's needs inside the classroom.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Providing feedback to students can deliver 6 months additional progress on average. (Education Endowment Foundation – EEF)</p>	1
<p>Development of meta-cognition to support students' overall achievement through staff lead CPD and training.</p> <p>Time for staff to plan and deliver training to meet the needs of the</p>	Evidence indicates that metacognition and self-regulation approaches to teaching and learning can deliver approximately seven additional months' progress on average. (EEF 2020)	1

<p>school and the students.</p>		
<p>Academy strategy for using individualised instruction to improve student engagement.</p> <p>Teaching staff to use the challenge, develop, secure task-based approach to motivate and support learners, ensuring all students are challenged to achieve their potential. Staff to incorporate greater use of levels and grades into work to ensure students are aware of their progress and emerging needs.</p>	<p>Evidence indicates that metacognition and self-regulation approaches to teaching and learning can deliver approximately 4 additional months' progress on average. (EEF 2020)</p>	<p>1</p>
<p>Academy use of Provision mapping online tool to record students' golden thread to improve staff and student relations.</p> <p>School wide approach to sharing key information about students to foster a community vision for education and develop a positive rapport between staff and students to support greater engagement in learning.</p>	<p>Evidence indicates that social emotional learning can deliver approximately four additional months' progress on average. (EEF 2020)</p>	<p>4</p>
<p>Raising oracy and reading attainment to raise attainment from previous academic outcomes.</p>	<p><i>The forgotten: how White working-class pupils have been let down, and how to change it.</i> (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities,</p>	<p>3</p>

<p>School wide programme for reading in tutor time. Providing age-appropriate reading materials for students to not only improve reading fluency but also levels of comprehension. Reading in tutor time will also improve cultural capital of students through a use of diverse texts.</p> <p>Provide opportunities for students across school to speak often in class using a framework of modelling and scaffolding.</p>	<p>FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group</p> <p>Reference to the <i>Speak for Change</i> enquiry report published in April 2021 which indicates that there has been a 44% decline in the use of spoken language for those eligible for free school meals</p> <p>The Education Endowment Foundation evidence suggests that oral language interventions can, on average, improve outcomes by 6 months.</p>	
---	--	--

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

Budgeted cost: £64500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic intervention and tuition.</p> <p>1:1 and small group tuition</p>	<p>One to one tuition according to the Education Endowment Foundation has a positive outcome for improving student performance by + 4 months. Small group tuition can positively impact students by + 4 months.</p> <p>Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and qualified teachers</p>	1
<p>Small group tuition of students at KS3 and K4 to</p>	<p>Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and Ks4 teachers.</p>	1 & 2



improve outcomes for those that may have fallen behind	Small group tuition according to the Education Endowment Foundation is identified to have a +4 month impact. Similarly teaching assistant intervention has been seen to have the same impact on outcomes.	
To ensure support is in place for students with speech and language needs who may have fallen behind their peers	Small group tuition according to the Education endowment fund is identified to have a +4 months impact  Education Endowment Foundation research also shows that oral language intervention can achieve 6+ months impact on students' outcomes.	2 & 3
To embed a consistent approach for tiered language across the school emphasising the importance of verbal instruction and interaction	Education Endowment Foundation research also shows that oral language intervention can achieve 6+ months impact on students' outcomes.  Research From EEF shows that phonics support can also improve outcomes by +6 months.	3
To embed reading and reading comprehension strategies to secure students understanding of the written text.	In the recently published report from the CLPE (Centre for Literacy in Primary education) <i>Reading for Pleasure march 2021</i> they indicate the importance of being literate to change one's life. It is recommended at primary level that teachers have adapted their planning, their pedagogy and their approaches in order to ensure that children receive high quality literacy learning.  Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves  Education Endowment Foundation research also shows that reading strategies can achieve 6+ months impact on students' outcomes.	3 & 6

<p>Books and revision guides provided to students as part of year 11 strategy.</p>	<p><i>Based on the document The Pupil Premium: How schools are spending the funding successfully to maximise achievement?</i></p> <p>‘One successful aspect they developed was to set aside a ‘pot’ of money from the Pupil Premium fund and involve staff closely in making decisions about what pupils need in order to improve their achievement. They had a system of bids for funding from subject leaders and tutors to support individual resource needs, such as text books that pupils could use at home, revision guides, revision materials, memory sticks, or the resources to run one-to-one tuition for a specific purpose’.</p> <p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	<p>1</p>
<p>Homework strategies to support students’ ability to demonstrate knowledge and understanding of their learning and have access to technology to deepen knowledge</p>	<p>Homework includes activities such as homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>The government IT strategy</p> <p><a href="https://dfedigital.blog.gov.uk/2021/04/21/strategy/">https://dfedigital.blog.gov.uk/2021/04/21/strategy/</a></p> <p>Education endowment: homework adds +5 months to students’ overall outcomes.</p>	<p>1</p>
<p>Provide opportunities for PP students in Year 11 to participate in out of school learning to raise aspiration and improve outcomes.</p>	<p>Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning</p> <p>Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and qualified teachers</p> <p>Small group tuition according to the Education Endowment Foundation is identified to have a +4 month impact. Similarly teaching assistant intervention has been seen to have the same impact on outcomes.</p>	<p>1</p>

--	--	--

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

Budgeted cost: £61810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all identified PP students with poor attendance to school have access to key staff including PP lead and PP attendance lead to enable all students to see the Academy as a safe place.</p>	<p>The attendance of PP and students to school is below National expectations.</p> <p>Persistent absence is also below National expectations of 96%</p> <p>Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.</p> <p>The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-5 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	4
<p>Ensure all PP students with attendance concerns are prioritised for challenges and motivators to bring about positive change.</p>	<p>The attendance of PP and students to school is below National expectations.</p> <p>Persistent absence is also below National expectations of 96%</p> <p>Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.</p> <p>The Department for Education (DfE) published research in 2016 which found that: • The</p>	4

	<p>higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-5 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	
<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events.</p> <p>Evidence from the Education Endowment Foundation Toolkit demonstrates that effective parental Engagement can improve student's outcomes by +3 months.</p>	4
<p>Increase staff trained to provide Mental health and well-being provisions to provide appropriate tiered support in school or with external agencies.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>The Education Endowment Foundation identifies that effective social and emotional support can achieve +4 months impact on students' outcomes.</p>	5
<p>Develop a provision of alternate and off-site provision that supports academic progress as well as Mental health and well-being support.</p>	<p><i>'I have seen how high-quality education within alternative provision can turn young people's lives around. Indeed, as an employer leading a business in the creative sector, I worked with AP schools to find career opportunities for young people who thought differently but had creative flair'. Andy Carter</i>  <b>Timpson Review of School Exclusion (16 September 2021)</b></p> <p>'Thankfully, there is a changing perception of excluded students with a recognition that many may simply be young people who do not respond well to learning in a traditional school environment. In fact, some may display disruptive behaviour because they find the</p>	1, 4 & 5

<p>The development of the Gateway programme as well as links with external providers to provide appropriate targeted intervention.</p>	<p>classroom environment uncomfortable'. <b>Alternative provision: Changing perceptions: SEC Ed 2019</b></p> <p>Keeping them in alternate provision and shaping the curriculum to meet their needs will ensure that students who are unable to thrive in the traditional sense of learning.</p>	
<p>A school wide approach for supporting our students with their mental-health and well-being through the development of the GEM programme.</p> <p>A school wide approach to supporting students recognise their mental-health and well-being needs and how to access support through Personal Development Learning (PDL) schemes of work, RAK days (Resilience, Aspiration and Kindness), engagement with external agencies and networks and comprehensiv</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org.uk). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. Education Endowment Foundation Toolkit identifies that appropriate provision for Social and Emotional Learning can positively impact students by +4 months</p>	<p>4 &amp; 5</p>

<p>e tutor time programme.</p>		
<p>Sustain a system of rewards and incentives for improved attendance to school.</p> <p>Develop a house system that recognises students' efforts and rewards them individually and collectively. Providing further opportunities to develop a community ethos.</p>	<p><b><i>Praise, rather than punish, to see up to 30% greater focus in the classroom January 29 2020 Taylor and Francis group</i></b></p> <p>To improve behaviour in class, teachers should focus on praising children for good behaviour, rather than telling them off for being disruptive, according to a new study published in <i>Educational Psychology</i>. Creates a purposeful learning environment for all students. Clear expectations and boundaries for students.</p> <p>Education Endowment Foundation research identifies that behaviour intervention can improve outcomes by +4 months.</p>	<p>5</p>
<p>Develop the school behaviour structure by increasing capacity for intervention in behaviours to reduce suspensions and exclusions from school.</p> <p>Increase capacity of the pastoral team to provide</p>	<p><b><i>School exclusion: a literature review on the continued disproportionate exclusion of certain children May 2019</i></b></p> <p>Recommendations were:</p> <p>Create an underlying positive school ethos and culture that fosters how behaviour is understood and subsequently managed. • Support and equip teachers with the skills to do this. • Emphasise the importance of early identification and intervention before problems become entrenched and provide support for families alongside the children. To support this every school needs timely access to high quality external provision. • Provide a range of targeted and individual approaches that can be tailored to the needs of pupils vulnerable to exclusion. This targeted provision may at time take them out of mainstream classes and give them respite of some kind or provide them with specialist one-to-one tuition or counselling.</p>	<p>5</p>

<p>additional opportunities for personalised intervention and support to bring about positive improvements</p>		
<p>Increase students' ability to participate in nationally recognised schemes such as Duke of Edinburgh's Award to improve sense of belonging and recognition.</p>	<p>Minds Ahead - Mental health in schools: Belonging is essential for well-being.  <a href="https://www.mindsahead.org.uk/mental-health-in-schools-belonging-is-essential-for-wellbeing/">https://www.mindsahead.org.uk/mental-health-in-schools-belonging-is-essential-for-wellbeing/</a></p>	<p>6</p>
<p>Develop the programme of support offered from our onsite Gateway programme to re-engage students in KS3 with learning and raise their level of aspiration</p> <p>Develop a personalised programme of support using onsite and offsite provision to support student's needs.</p>	<p><b><i>Schools keep pupils on-site as alternative provision costs soar: Schools Week 2016</i></b> A report published today by the education inspectorate found schools are switching from poor quality alternative provision to in-house interventions, with schools praised for working together to find and commission better provision for pupils unable to remain in mainstream classes.</p>	<p>1 &amp; 6</p>
<p>Provide Well-being</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These</p>	<p>6</p>

<p>opportunities to enable students to reflect on their emotional wellbeing and provide them with tools to help them.</p>	<p>benefits have important value in themselves; however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>In <i>Cultural Literacy</i> (1988), ED Hirsch succinctly summarises that “to be culturally literate is to possess the basic information needed to thrive in the modern world”. But alongside this, as teachers, we must not overlook the importance of social capital and the opportunities and skills required for students to be successful in the delivery of themselves.</p> <p><b><i>What does Ofsted mean by 'cultural capital'? Adam Riches 2020</i></b></p> <p>Education Endowment Foundation – impact of + 4 months on students.</p>	
<p>Provide a comprehensive programme of support for Year 6 students due to join the school next year.</p> <p>Develop a summer school that supports students with transition to their new school reducing anxiety and allowing them to flourish.</p>	<p>Nuffield report <a href="https://nuffieldfoundation.org/wp-content/uploads/2019/11/STARS_report.pdf">https://nuffieldfoundation.org/wp-content/uploads/2019/11/STARS_report.pdf</a></p> <p>Education Endowment Foundation – Transition <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/EEF-School-Transitions-Tool.pdf?v=1668768125">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/EEF-School-Transitions-Tool.pdf?v=1668768125</a></p>	<p>1, 2, 4 &amp; 5</p>

**Total budgeted cost: £290,475**



## 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.

We have analysed the performance of our schools disadvantaged students during the 2021/2022 academic year using our Key Stage 4 performance data and our own internal monitoring processes.

For our 2022 Year 11 cohort the Progress 8 score for our disadvantaged students was  $-0.65$ . The Attainment 8 score for our disadvantaged students in this cohort was 35.85 (average grade 3.85).

The Department for Education has strongly discouraged the comparison of school's 2022 performance data with results in previous years and between schools. The impact COVID-19 has had on schools makes it difficult to interpret outcomes both internally and within the wider context of schools. In addition, changes were made to the examination structure with the release of advanced information to support students and bring results between 2019 and 2021.

We have compared the outcomes of our students against national performance; however, this should be viewed with caution given the caveats stated above. The national Progress 8 score for disadvantaged pupils in 2021/2022 was  $-0.55$  and for non-disadvantaged 0.15. Despite strong internal monitoring and rigorous internal assessment, the overall outcomes of our disadvantaged students were below our expectations.

The gap in progress and attainment between our disadvantaged and our non-disadvantaged students has grown since the start of the pandemic mirroring the national picture. According to the Key Stage 4 performance report (Gov.uk) the KS4 disadvantage gap index has widened compared to 2020/21, from 3.79 to 3.84. It is now at its highest level since 2011/12. Before the pandemic, the gap index had widened going from 3.66 to 3.7 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when CAGs were used to awarded grades. Our internal monitoring and analysis suggest that this gap in performance is due to the on-going impact COVID-19 is having on our disadvantaged students and their families. However, we are also mindful that the impact of some of the strategies we introduced to alleviate the impact of the pandemic were not as impactful as anticipated.

Absence amongst our disadvantaged students continues to be an area of focus as their attendance is not in-line with their non disadvantaged peers or the national average. Attendance of our disadvantaged students is 85.21% in contrast to our whole school attendance of 89.45%. As a school raising attendance figures is key area of focus for all students, as well as our disadvantaged students, as such it remains on our plan this year.

Internal analysis around Mental- Health and Well-being provision showed students have been able to access support in these areas both internally and through external networks and agencies. However, due to the longlisting impact of the COVID-19

pandemic the level of need exhibited by our disadvantaged students is ever increasing and the need for additional education and provision acute.

Whilst we have seen some nominal improvements in some areas of our plan, we are keen to ensure that we meet our targets set out in the intended outcomes section by completion. As a result, we have reviewed our strategy for how we are going to use our budget throughout this academic year. This information can be viewed above in the This Academic Year section.

## Externally provided programmes

Programme	Provider
GCSE Pod	Soundbite learning
Provision Mapping	Edukey
High Impact learning	Kevin Fryer

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>100% of SC have a golden thread attached to them on classcharts to support their wellbeing and integration to the school.</p> <p>An after-school club was established for our service children.</p> <p>Service children were able to take part in peripatetic music lessons.</p> <p>A dedicated member of staff is available to service children for them to be able to discuss any concerns they may have.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service children attended educational experiences offered and after school clubs.</p> <p>Feedback the group is that students appreciated having a safe space to go and be around people who were experiencing similar situations. Teacher observations reported improved interactions with others</p>

