

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Garibaldi School				
Academic Year	2022-23	Total PP budget	£261,462.25	Date of most recent PP Review	Aug 22
Total number of pupils	953	Number of pupils eligible for PP	225	Date for next internal review of this strategy	Jan 23

2. Current attainment (August 2022)		
	39	165
Progress 8 score average	-0.48	-0.11
Attainment 8 score average	37.6	47.1

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Literacy levels on entry are lower for disadvantaged than other students and low in relation to national averages. For example, the reading scaled score average of current Year 7's disadvantaged students is significantly lower than non-disadvantaged. Having a lower average suggests it makes it more difficult for students to access the curriculum and means that attitudes towards reading are poor and students lack a wide and sophisticated vocabulary. This is a particular issue for low ability boys. Star reading age scores on entry averaged 10 years and 5 months for non-disadvantaged compared to 9 years 9 months for disadvantaged students. |
| B. | Students have poor levels of cultural capital overall and this is particularly the case with disadvantaged students. The low socio-economic demographic of the communities the school serves along with the location of the school in a suburban area of a deindustrialised town in the East Midlands means students have little access to diverse cultural experiences. This makes it more challenging for students to engage as effectively with the curriculum as their non-disadvantaged peers. |
| C. | Low levels of social mobility in the area are a barrier to higher outcomes particularly for disadvantaged students. Low levels of social capital mean that students lack the connections to networks that might offer opportunities i.e. high quality work experience placements. Some students in particular disadvantaged students can lack confidence and self belief which if unchallenged leads to low aspirations. As a result too few disadvantaged students get the benefit of opportunities further afield whether this is university or high quality degree equivalent courses or higher level apprenticeships (UCAS data analysis by Sutton Trust identified teenagers from East Midlands are the least likely to go onto a leading University, and disadvantaged students are the least likely within this group 2019). |

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for disadvantaged students are lower than for non-disadvantaged. For example, the whole school attendance rate for disadvantaged students is below the overall attendance rate – 85.2% compared to 89.8% (as of August 2022) This means that the impact of lessons and support in school needs to be greater for disadvantaged students in order to close the progress gaps to non-disadvantaged students. Families of disadvantaged students also require more bespoke support in order to address poor attendance once it has become the pattern from Primary School.	
E.	There has been increased levels of Anxiety related non-attendance which has significantly affected attendance levels across year groups. This is most notable in years 9-11 with a greater impact on girls within these year groups. Disadvantaged students still remain a higher proportion of this group in terms of non-attendance. The anxiety experiencing is spreading to other student groups for example boys. Anxiety related non-attendance is a significant barrier particularly at transition points for example Y6 into Y7 and Y11 into post 16 providers. These students and families require bespoke support in order to overcome these challenges to non-attendance.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Ensure high levels of literacy for disadvantaged students	Analysis of KS3 Accelerated reader scores Above expected progress in English for Year 7-10 at monitoring points English P8 for disadvantaged students to be better than for non-disadvantaged students nationally in 2023.
B.	Improved levels of cultural capital to be evidenced in improved performance in EBACC subject area (Science, Humanities and Languages)	Year 11 Disadvantaged students P8 to be positive for the EBACC basket in 2023. Predicted P8 for Year 10 Disadvantaged students based on end of year mocks to be positive. Increased percentage of disadvantaged students taking EBACC facilitating subjects – with the expectation that 90% of disadvantaged students will have opted for the full suite of EBACC subjects in current Year 9.
C.	Improve aspirations and expectations of students in order to increase opportunities for social mobility on leaving education.	Ensure the average ATL score of disadvantaged cohorts is 1.7 or better. Increase the proportion of disadvantaged students accessing A Levels, Level 3 college courses and HL Apprenticeships

		<p>Increasing percentage of students opting for the EBACC facilitating subjects.</p> <p>Increased 6th form retention of disadvantaged students.</p> <p>Use of 16 Personalities testing as a mechanism for Mentor Review and setting aspirational targets.</p>
D.	Increased attendance rates for disadvantaged students	<p>Increase attendance rate for disadvantaged students to the school target of 97% so that it is at least in line with non-disadvantaged students.</p> <p>Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally.</p>
E.	Improve communication with parents and liaise with Student Support and the Attendance Team	<p>Higher levels of parental engagement and support in place, (parent survey) parents feel supported in working towards higher rates of attendance.</p> <p>Increase attendance rate for disadvantaged students to the school target of 97% so that it is at least in line with non-disadvantaged students.</p> <p>Minimise number of disadvantaged students who absent through anxiety.</p> <p>Student voice – students feel confident and comfortable in school environment.</p>

5. Planned expenditure

Academic year	2022-23
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Education for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Focused work on ensuring effective Medium and Short Term Planning to support delivery of an ambitious curriculum</p> <p>Professional Learning for all teaching staff (100 hours Gold Standard) focusing on - effective Medium-Term and Short-Term Planning, embedding effective and impactful assessment etc. (for additional detail see SIF)</p> <p>(£35000)</p>	<p>All students, but in particular Disadvantaged students can make amazing progress through the ambitious Curriculum</p> <p>Amazing results for Year 11 and 13 cohorts – particularly for Disadvantaged Students in 2023</p> <p>Positive progress for all subjects across 7-10 and 12 in Term 3 monitoring.</p>	<p>We know that the curriculum is the vehicle for progress and the aim is to ensure we deliver an ambitious and effective curriculum that challenges all students and support them to achieve the best possible outcomes. Students, particularly the disadvantaged need to see and understand the point and purpose of their learning in order to engage effectively with this.</p>	<ul style="list-style-type: none"> - SLT led PL development sessions - SLT led Middle Leader development – leading teaching - Whole staff PL development - Department led PL on pedagogy and practice - ECT bespoke CPD on AFL and planning. - SLT line management structure - Regular SLT led classroom visits. - QE processes in line with the School Improvement Calendar 	<p>Assistant Head Teacher (MS)</p> <p>Head Teacher (JA) and Deputy Head Teacher (MD)</p> <p>SLT Line Managers</p> <p>And all Lead Teachers</p>	<p>In line with School Improvement Framework milestones</p>
<p>Whole staff focus on Embedding Informative Assessment program. This is with a specific focus on facilitating teaching and learning communities and staff release time to proactively</p>	<p>All students, but in particular disadvantaged students can make amazing progress through the ambitious Curriculum</p>	<p>The planning of an ambitious and effective curriculum will then need to be delivered effectively with teachers making effective use of assessment for learning to inform bespoke planning.</p>	<ul style="list-style-type: none"> - SLT led PL development sessions - SLT led Middle Leader development – leading teaching - Whole staff PL development - Department led PL on pedagogy and practice - ECT bespoke CPD on AFL and planning. - SLT line management structure 	<p>Assistant Head Teacher (MS)</p> <p>Head Teacher (JA) and Deputy Head Teacher (MD)</p>	<p>In line with School Improvement Framework milestones</p>

<p>address the specific needs of all students but in particular disadvantaged students. (£35000)</p>	<p>Amazing results for Year 11 and 13 cohorts – particularly for Disadvantaged Students in 2023</p> <p>Positive progress for all subjects across 7-10 and 12 in Term 3 monitoring.</p>	<p>This needs to meet the needs of all groups of students in particular those that are disadvantaged. Utilising the Lesson Planning framework and teaching communities which enables staff to treat every student as an individual and plan to meet their needs.</p>	<ul style="list-style-type: none"> - Regular SLT led classroom visits. - QE processes in line with the School Improvement Calendar 	<p>SLT Line Managers</p> <p>And all Lead Teachers</p>	
<p>Maximise the reading ages of all students but in particular those of Disadvantaged Students. New reading policy- The school now focuses on Reading for Comprehension. (£15000)</p>	<p>Reading Age for Disadvantaged students to be closed by the end of Year 9</p>	<p>Literacy levels on entry are lower for disadvantaged than other students and low in relation to national averages. For example, the reading scaled score average of current Year 7's disadvantaged students is significantly lower than non-disadvantaged.</p>	<ul style="list-style-type: none"> - Reading age scores collected early in HT1 - LRC Library section set up to support Accelerated Reader Programme - All KS3 English groups to have one Library lesson each week. - Lunch time Library provision 	<p>Director of English (JL)</p> <p>KS3 English Lead (CR)</p> <p>LRC Manager (KM)</p>	<p>In line with School Improvement Framework milestones</p>
Total budgeted cost					£85000
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Develop effective mentor review process through the development time booklet focused around ATL and progress</p> <ul style="list-style-type: none"> - Heads of Year to focus on Disadvantaged Students - SLT – focus on low achieving PP students in Year 11 - Head of Years 7-10 to have focus on PP cohorts - Mentors 7-13 complete Mentor Review conversations and follow up with all students <p>(£25000)</p>	<p>All students, but in particular Disadvantaged students can make amazing progress through the ambitious Curriculum</p> <p>Amazing results for Year 11 and 13 cohorts – particularly for Disadvantaged Students in 2022</p> <p>Positive progress for all subjects across 7-10 and 12 in Term 3 monitoring.</p> <p>Ensure average ATL score of disadvantaged cohorts is 1.7 or better.</p>	<p>Through the development time booklet regular focused conversations will take place each half term will encourage students to reflect and build resilience. It will also highlight points of praise to build confidence and self-belief. This has been supplemented by a new format for the Attitude to Learning Report which integrates these changes. Staff and student voice have highlighted these aspects as being the one's most positively affected by IM and this is informed by EEF research on student metacognition and self-awareness</p>	<ul style="list-style-type: none"> - New development time booklet to record summary of conversations. - Heads of Year and DHOS Progression to QA Mentor Review process - QA of study period provision - Student Voice survey to measure impact - Implementation of the MS Forms based ATL Report - Analysis of correlation between QA and data sets 	<p>Deputy Head Teacher – (MD)</p> <p>Heads of Year</p> <p>Mentors</p>	<p>After ATL monitoring points half termly.</p> <p>In line with School Improvement Framework milestones</p>

<p>Implement an integrated approach to Raising Aspirations through:</p> <ul style="list-style-type: none"> - Clear and sustained focus on character development through ATL Processes - Development of Raising Aspiration Week activities/ opportunities - Use of WP Partners – UON/NTU/Oxbridge (Peterhouse Cambridge) - Provision for the Year 11 Next Day – 11th November - Brilliant Club/Scholars programme for 12 High Ability Disadvantaged students in Year 9. - Use of 16 Personalities Testing to set aspirational target and focus conversations around careers. <p>(£30000)</p>	<p>All Yr11 disadvantaged students have applied for/secured a place in 6th Form, College or on a good quality apprenticeship by May 2023</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.7 or better.</p> <p>The disadvantaged cohort demonstrate greater awareness and understanding of post 16 options based on Student Voice Surveys</p> <p>Raise aspirations and feeling of success, improved uptake in WP week, improved ATL, greater percentage of students taking part in work experience in Year 10.</p>	<p>Low levels of cultural capital and social mobility exist in the communities that the school serves. While work done to raise aspirations has had an impact, too many students lack an expectation by the time they finish their education that they can meet these aspirations. Activities and provision in 2022-23 will build on lessons learned in 2021-22 to ensure that students have the confidence and self-belief to turn their aspirations into expectations.</p>	<ul style="list-style-type: none"> - Develop the culture of confidence and self-belief in year groups – specific focus on disadvantaged. - Raise awareness of ATL and link to achievement & aspiration through assembly provision – ensure this is universally understood. - Development of study period activities - Working with range of Higher and Further education partners - QA of study period – SLT and Heads of Year. - Partner Voice surveys and feedback from partner activities. - Use Parent Voice feedback from 2021-22 to further enhance the Raising Aspiration Evening provision 	<p>Deputy Head of Teacher (MD)</p> <p>Director of Sixth Form (BW) and Head of Year 11 (AH).</p> <p>Head of Years 7-10</p>	<p>In line with School Improvement Framework milestones</p> <p>After ATL and Progress monitoring points.</p> <p>Post provision through targeted student/parent/ staff/partner voice activities</p>
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<p>Tailored subject intervention support:</p> <ul style="list-style-type: none"> - Year 11 subject interventions - Subject focused interventions – English Maths and Science – Year 11 - Disadvantaged student Intervention days – ATL/Character (Yr10) and revision culture (Yr11) - Year 11 PM subject intervention sessions. - PM subject Enrichment activities for all Years. <p>(£40000)</p>	<p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10 P8 for Disadvantaged students to be better than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of Disadvantaged cohorts is 1.7 or better.</p> <p>Percentage of Disadvantaged students obtaining 4+/5+/7+ in both English and Maths to be higher than non-disadvantaged students nationally.</p> <p>Attendance to Enrichment Activities is equal to if not higher than non-disadvantaged students and above 80% for Year 11 and 50% for all other years.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can improve outcomes particularly for those of secondary level. We will look to implement a range of small group and one to one tuition opportunities for student to support the closing of learning gaps. Students will be selected to access the most appropriate and effective approach for the needs and context in light of going formative and summative data and feedback from staff.</p> <p>All students will be able to access a wide range of enrichment activities linked to curriculum areas from HT2. They will be able to choose from a menu of options.</p>	<ul style="list-style-type: none"> - QA of planning and delivery of subject intervention sessions by Lead Teachers and SLT - Termly update on subject intervention sessions attendance/impact - Clear and regular communication with parents to highlight opportunities – specific focus on disadvantaged students - Intervention impact analysis as part of reports to SLT - Use of data to target most appropriate participants in activities – Year group Progress analysis. 	<p>Deputy Head Teacher (MD)</p> <p>Year 11 Head of Year (AH)</p> <p>Head of Years 7-10</p> <p>Directors of English/Maths / Science (JL/JW/WI)</p> <p>Head of Virtual Learning (KC)</p> <p>Head of Enrichment (FG)</p>	<p>In line with School Improvement Framework milestones</p> <p>After ATL and Progress monitoring points.</p> <p>Post provision through targeted student voice activities.</p>
Total budgeted cost					£95000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Head of Years - Designated staff give focus to Disadvantaged groups and bespoke interventions within cohorts.</p> <p>Development of a system/provision to support the identification/ recognition of Disadvantaged students within teaching groups and build on their aspirations through an understanding of their personality and character.</p> <p>(£30000)</p>	<p>More bespoke and targeted support for disadvantaged students in Year 7-10</p> <p>No gap in rates of progress for disadvantaged students compared to non-disadvantaged students.</p> <p>Greater student engagement in lessons - improved ATL and attendance</p>	<p>We want to be able to understand and respond to the specific needs of disadvantaged students as soon as they come into school. Heads of Year will champion the progress and success of their allocated year groups and will allow for higher levels of support, more in depth analysis and responsive planning.</p> <p>We want teachers to know their students as well as possible in terms of their character, their strengths, their possible career pathways and what learning strategies are most suited to them – particularly for the Disadvantaged Students. This will support teachers to plan and deliver the most effective lessons to ensure students progress as well as possible through the curriculum.</p>	<ul style="list-style-type: none"> - SLT line management of Head of Years - Lesson and study period drop in from Head of Years and Pastoral Managers and Deputy Head of School. - Review and analysis of monitoring progress data - Review and analysis of ATL monitoring data - Creation of a Character Pen Picture template. - Formulation of a Character Pen Picture framework. - All Disadvantaged Students Character Pen Picture has had targeted intervention mentoring by HT2. 	<p>Deputy Head of School (MD)</p> <p>Head of Year 10 – specific focus on PP Student Progress (BHA)</p> <p>Pastoral Managers</p>	<p>This will take place at the three progress monitoring points in Term 1 (December), 2 (March) and 3 (June)</p>

<p>Assistant Head to lead attendance strategy and interventions (£35000)</p>	<p>Attendance to be above national figures and above the with non-pupil premium student attendance nationally</p> <p>Improve parent – school contact and levels of engagement</p> <p>Reduce Persistent Absentee rate for Disadvantaged Students.</p>	<p>Attendance figures for the school have been below the national average for a number of years. There is a significant gap between the attendance of pupil premium and non-pupil premium students. This is clearly a significant barrier to pupil premium students achieving well.</p> <p>Regular contact with parents of disadvantaged students has often been regarded as infrequent. This contact is designed to provide additional levels of support where needed and improve levels of engagement of students by increased parental engagement.</p>	<ul style="list-style-type: none"> - Weekly SLT attendance analysis - ½ Termly Detailed attendance QA report - AHT to work with new Attendance Team to develop understanding of “attendance as a school priority” - Develop attendance culture across the whole school - Pupil premium focus groups run by attendance manager - Attendance Officer to liaise with Heads of Year on year group specific actions. - Sanctions / Rewards system to be investigated and implemented - Assistant Headteacher to oversee the tracking and implementation of attendance monitoring and interventions put in place through Mentors 	<p>Assistant Head of School for PDBW (PH)</p> <p>Assistant Head (TV)</p> <p>Attendance Officer (LG)</p> <p>Pastoral managers</p>	<p>In line with School Improvement Framework milestones</p> <p>AHT to review attendance rates weekly, and half termly through the tracking folders and contact being made to parents. AHT to report to SLT half termly on impact of Attendance Strategy in particular for Disadvantaged Students.</p>
<p>Extended Provision for Student Counselling service (£15000)</p>	<p>Disadvantaged students have appropriate support to address anxiety (Student Voice)</p> <p>Reduced rates of ARNA learner absence</p>	<p>Rates of student anxiety nationally have increased (see https://www.mind.org.uk/information-support/coronavirus/student-mental-health-during-coronavirus/). Disadvantaged students are those most likely to have missed learning through lack of access to electronic devices for</p>	<ul style="list-style-type: none"> - £15000 allocated to provide Casy Counselling provision in school. - Lead Student manager/Student Services/Head of year/Pastoral managers to sign post students/parents to provision as need arises. 	<p>Lead Student Manager (EJ) in conjunction with Head of Years 7-11 and Pastoral Managers</p>	<p>In line with School Improvement Framework milestones</p>

		remote learning and/or as a result of more limited support from immediate or wider family networks.			
Explore use of online tuition for a small number of complex ARNA students who are unable to access in school provision (£10000)	Disadvantaged students have appropriate support to address anxiety (Student Voice) Reduced rates of ARNA learner absence	Small number of Disadvantaged students are unable to access in person school education. Provision of an online provision to enable them to access a breath of curriculum areas.	<ul style="list-style-type: none"> - Lead by the Assistant Head Teacher for Inclusion the process is quality assured half termly and weekly attendance and engagement reports are submitted to the school. - Additional quality assurance as and when the need arises. 	Assistant Head (TV) Attendance Officer (LG) Student Support Team	Daily attendance is tracked Weekly engagement reports ½ termly review
Total budgeted cost					£90000

6. Review of expenditure				
Previous Academic Year		2021-2022		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Focused work on ensuring effective Medium and Short Term Planning to support delivery of an ambitious curriculum</p> <p>CPD training for all teaching staff focusing on effective Medium Term Planning and Short Term Planning. Use of the Lesson Planning Framework document to support.</p>	<p>Amazing results for Year 11 cohort – particular focus in EBACC subject areas</p> <p>Positive progress for all EBACC subjects across 7-10</p> <p>Opportunities for students to develop social and cultural capital within the curriculum are wide ranging and used effectively to maximise student progress and outcomes.</p>	<p>Overall P8 Score for disadvantaged -0.48</p> <p>ENG P8 Score for disadvantaged -0.15</p> <p>Maths P8 Score for disadvantages -0.60</p> <p>EBACC P8 Score for disadvantaged -0.83</p>	<p>Approaches used to continue. Identifying the need for thorough understanding of specifications and courses to ensure all staff can effectively deliver these to all students.</p> <p>Quality Assurance of curriculum design and sequencing, along with the QA of departmental MTPs and curriculum map to be a focus in 2022-23. Along with a specific focus on ensuring the curriculum as a whole and that of subject domains is ambitious and supports the development of social and cultural capital.</p>	<p>£85,000</p> <p>Made up of</p> <p>£8500 CPD</p> <p>£26500</p> <p>Support and resources to develop broader use of AFL and focus on the value of EBACC</p> <p>£30000 SLT support and Leadership development provision</p>

<p>Whole staff focus on development of the Lesson Planning Framework – with a specific focus on addressing the specific needs of all students (disadvantaged)</p>	<p>Amazing results for Year 11 cohort – particular focus in EBACC subject areas</p> <p>Positive progress for all EBACC subjects across 7-10</p> <p>Opportunities for students to develop social and cultural capital within the curriculum are wide ranging and used effectively to maximise student progress and outcomes.</p>	<p>Overall P8 Score for disadvantaged -0.48</p> <p>ENG P8 Score for disadvantaged -0.15</p> <p>Maths P8 Score for disadvantages -0.60</p> <p>EBACC P8 Score for disadvantaged -0.83</p>	<p>Approaches used to continue. Identifying the need for thorough understanding of specifications and courses to ensure all staff can effectively deliver these to all students.</p> <p>Quality Assurance of curriculum design and sequencing, along with the QA of departmental MTPs and curriculum map to be a focus in 2022-23. Along with a specific focus on ensuring the curriculum as a whole and that of subject domains is ambitious and supports the development of social and cultural capital.</p>	
<p>Develop high quality provision for Independent online learning/virtual learning with a particular focus on meeting the needs of disadvantaged students</p>	<p>Year 11 Progress for Disadvantaged students is greater than non-disadvantaged students nationally in 2022.</p> <p>Projected outcomes for disadvantaged students in Year 7-10 are greater than those for non-disadvantaged students.</p>	<p>Overall P8 Score for disadvantaged -0.48</p> <p>ENG P8 Score for disadvantaged -0.15</p> <p>Maths P8 Score for disadvantages -0.60</p> <p>EBACC P8 Score for disadvantaged -0.83</p>	<p>Approaches used to continue. Identifying the need for thorough understanding of specifications and courses to ensure all staff can effectively deliver these to all students.</p> <p>Quality Assurance of curriculum design and sequencing, along with the QA of departmental MTPs and curriculum map to be a focus in 2022-23. Along with a specific focus on ensuring the curriculum as a whole and that of subject domains is ambitious and supports the development of social and cultural capital.</p>	

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Develop effective intervention mentoring focused around ATL and progress</p> <ul style="list-style-type: none"> - Pastoral Managers Lead to focus on PP girls in Year 11 - SLT – focus on low achieving PP students in Year 11 - Head of Years 7-9 to have focus on PP cohorts <p>Implement an integrated approach to raising aspirations through:</p> <ul style="list-style-type: none"> - Clear and sustained focus on character development through ATL - Develop Widening Participation week of activities/ opportunities - Use of WP Partners – UON/NTU/ Oxbridge - Achievement policy to target high ability PP students. 	<p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10</p> <p>P8 for disadvantaged students to be better than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>All Yr11 disadvantaged students have applied for/secured a place in 6th Form, College or on a good quality apprenticeship by May 2023</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>The disadvantaged cohort demonstrate greater awareness and</p>	<p>Progress 11 – Disadvantaged to non-disadvantaged progress based on CAG</p> <p>Disadvantaged = -0.48 Non-disadvantaged = -0.11 Gap = -0.37</p> <ul style="list-style-type: none"> - Disadvantaged figures for 2022 -0.03. - Training providers, outside agencies report that students have a great awareness of careers opportunities available to them including those identified as disadvantaged. - Increased use of Unifrog by disadvantaged students to review and research into post-16 opportunities available to them. - Destinations data to be confirmed. 	<p>Over the course of Half Terms 1-3 Disadvantaged students made significant progress. Supported by the range of supportive interventions and actions they were developing a more positive independent approach to revision and exam preparation. This was evident in the improved position in the February mock exams. This was pushed by Intervention Mentors, subject teachers and SLT in their conversations with students and in assembly provision. The focused intervention day provision ahead of the mock exams had impact. Plans for implementing another day prior to the Easter holidays. We will look to continue with this mix of approaches to exam preparation in Year 11.</p> <p>Review how the Intervention days and Raising Aspirations week will run in 2022-23.</p>	<p>£43000</p> <p>Made up of: £12600 – PM revision and planning</p> <p>£3200 – Intervention day transport, resources and planning</p> <p>£6500 – AM Intervention and planning</p> <p>£2500 IM Process</p> <p>£6200 Brilliant club - Scholars programme.</p> <p>£12000 subject intervention support.</p>

<ul style="list-style-type: none"> - Raising aspirations day; Virtual careers. - Brilliant Club/Scholars programme. <p>Tailored subject intervention support:</p> <ul style="list-style-type: none"> - Subject focused interventions – English and Maths – Year 11 - Disadvantaged student Intervention days – ATL/Character (Yr10) and revision culture (Yr11) - My Tutor programme; individual 1:1 tuition for additional home schooling to improve English/Maths/Science (Yr11). 	<p>understanding of post 16 options.</p> <p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10</p> <p>P8 for disadvantaged students to be better than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>Percentage of disadvantaged students obtaining 4+/5+ in both English and Maths to be higher than the non-disadvantaged students nationally.</p>			
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iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Achievement Leads - Designated people give focus to PP groups	More bespoke and targeted support for disadvantaged students in Year 7, 8 and 9- no gap in rates of progress for disadvantaged students compared to non-disadvantaged students.	<ul style="list-style-type: none"> - Next Steps provision ensure all disadvantaged students had received guidance and support on applications for post 16 options. - The Head of years worked effectively to develop a whole school approach to raising aspirations – the inaugural Widening Participation week was particularly successful with 96% of Year 9 and 10 students accessing at least one option session, 85% attended at least 2 sessions, 59% attended 3 or more. - 	The actions in 2021-22 will be further developed (see above) in particular with the appointment of Head of Years for all year groups. In addition there will be further development of the link between ATL and achievement and aspirations to build confidence and self-belief. In line with recent research it was clear that while student aspirations have been positively impacted, there is work to do to ensure students develop the expectation that they will be able to meet these.	<p>£55000</p> <p>Made up of</p> <p>£12000 Dev. Leads and SLT support</p> <p>£29000 Ach. Team staffing and development work -</p> <p>£9000 – Cover and Transport costs Higher Ed/Further Ed visits.</p> <p>£2500 – WP week planning and cover costs.</p> <p>£2500 IT CPD</p>

<p>Associate assistant head to lead attendance strategy and interventions</p>	<p>Attendance to be in line with national figures and in line with non-pupil premium student attendance.</p> <p>Improve parent – school contact and levels of engagement</p>	<p>-</p>		
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