

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's School
Number of pupils in school	1199 (y7-11 October 2022)
Proportion (%) of pupil premium eligible pupils	374/1199 31.2% (October 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022_25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Christopher Bennet
Pupil premium lead	Agnes Davies
Governor / Trustee lead	Paul Sadler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324'400
Recovery premium funding allocation this academic year	£54'600 (NTP)
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	Total: £379'000 We are working under the assumption that the funding for future years will be on a similar level.

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's School our pupil premium strategy sits at the centre of our whole school strategy and is informed by the current research and literature. Our decision for this model is reinforced by the EEF report which states "The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it." (Education Endowment Foundation 2019). Research concludes consistently that quality first teaching has the greatest impact on students' progress and that this is especially true for disadvantaged students. The guidance outlined in the Education Endowment Foundation report and referenced by the Department for Education (October 2019) suggest that adopting a tiered approach for allocation of pupil premium spending can help balance the need to secure quality first teaching, provide targeted academic support and ensure there are wider strategies that ensure readiness to learn.

Overall creating a positive relationship between staff and students is imperative to support students to make greater progress. Our ongoing mission is for every student to learn, aspire and exceed.

Challenges

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

Challenge number	Detail of challenge
1	The staffing time dedicated to safeguarding is being maintained and continues to be the highest priority, which leads to a significant expenditure in this area.
2	89% of PP students have a Child Protection file which indicates the complexity of these students needs which goes beyond academic learning.
3	9% of students are children in need of help and protection (nationally 4%)
4	Students arrive at St Peter's School with significant gaps between KS2 attainment between disadvantaged and other students.
5	Parents of disadvantaged student's engagement with their child's education. One aspect of this is the improvement of the attendance of disadvantaged students.
6	A significant proportion of our disadvantaged students are vulnerable and/or young carers which adds an additional burden on these young people.
7	Student mindset, lack of motivation and resilience, which is why capacity to the CEIAG team has been added.
8	During lockdown, the achievement and social gap between disadvantaged and other students has widened

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
All students have known destinations 2020_21: 1.6% NEET	Aim: 0% 2021_22: Estimated 2% NEET
Narrow the attainment gap between disadvantaged and other students A8 2019 gap actual vs target: Disadvantaged 4+: -14.5% Disadvantaged 5+: -3.7% Other 4+: -7.3% Other 5+: +1.8% A8 2022 gap actual vs target: Disadvantaged 4+: -15.6% Disadvantaged 5+: -9.8% Other 4+: -8% Other 5+: +4% P8 2019: -0.66 vs 0.3 other (-0.45 national) P8 2022:	E/M 4+ 2019 (target): 38.2% (52.7%) disadvantaged vs 68.2% (75.5%) other (44.7% national for disadvantaged) Gap: 30% E/M 5+ 2019 (target): 23.6% (27.3%) disadvantaged vs 48.2% (46.4%) other (24.7% national for disadvantaged) Gap: 24.6% E/M 4+ 2022 (target): 37.3% (52.9%) disadvantaged vs 63.2% (71.2%) other (% national for disadvantaged) Gap: 26% E/M 5+ 2022: 15.7% (25.5%) disadvantaged vs 42.4% (38.4%) other (% national for disadvantaged) Gap: 26.7%
Narrow the attainment 8 gap between disadvantaged and other students. Starting point: Other students (October 2021) English: 4.7 (projected), 4.7 (target) Maths: 4.0 (projected), 4.6 (target) EBac: 4.3 (projected), 4.5 (target) Open: 4.6 (projected), 4.5 (target) Disadvantaged students (October 2021) English: 3.6 (projected), 4.3 (target) Maths: 3.2 (projected), 4.0 (target) EBac: 2.9 (projected), 4.1 (target) Open: 3.4 (projected), 4.0 (target) 2019: A8 gap (disadvantaged vs others): 1.5 (national 1.36) 2022: A8 gap (disadvantaged vs others): 1.2	Aim: For disadvantaged students to achieve their targeted attainment 8 score. Other students (Actual 2022) English: 5.0, 4.7 (target) Maths: 4.4, 4.6 (target) EBac: 4.5, 4.5 (target) Open: 4.9, 4.5 (target) Disadvantaged students (Actual 2022) English: 3.6, 4.3 (target) Maths: 3.3, 4.0 (target) EBac: 3.3, 4.1 (target) Open: 3.8, 4.0 (target) 2019: A8 overall for disadvantaged students: 3.2 2022: A8 overall for disadvantaged students: 3.5
Improved attendance 89.9% attendance 2019	Aim: 94% for disadvantaged students

(92% national) The 2020 and 2021 data are not included here because of the disruption experience due to Covid.	Actual 2022: 85% for disadvantaged students (national: %)
Improved attitude for learning Less exclusions: 52% of total events have been disadvantaged students (30/06/21) Less disadvantaged students in isolation: 59% of isolation days have been for disadvantaged students (30/06/21) More positive eBehaves and less negative eBehaves	Aim: Number of exclusions and isolations for disadvantaged students are in line with the proportion of disadvantaged students in a cohort.
Improved participation in extra-curricular activities	Participation of disadvantaged students at least 30%
Increased parental engagement	75% parents' evening attendance of disadvantaged students

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 for 2022_23: **£64'400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target (£56'000) Focus on quality first teaching supported by evidence informed CPD for teachers and support staff. The quality of teaching to disadvantaged students to be 90% good or better. Shared teaching and learning expectations for consistency across lessons. High expectations for all students to support disadvantaged students to close the gap in all measures.</p> <p>Year 1 (2022_23) Continue to employ an additional maths and English teacher to reduce group sizes and increase capacity for in class intervention. Keep offering tailored CPD during breakfast sessions and faculty meetings as well as trust-wide CPDs. Bespoke support plan for less experienced</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>DfE (Supporting attainment of dis. Pupils): Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours</p>	4,8

<p>teachers (year 1-4 in their career), including bespoke CPD sessions, T&L Amigo, termly lesson observations with feedback. Tailored Teaching and Learning briefing to suit the training needs of all teachers; Staff will be directed to different sessions depending on their role and experience.</p> <p>Expand CPD provision within faculties to tailor it further to each department's needs and increase effectiveness. This includes joint planning and observations and collaborating with organisations like the Cambs Maths Hub.</p> <p>Termly Learning visits involving all teaching staff with increased focus on student engagement. Improved monitoring across vocational subjects. Improved and tailored schemes of work to address intake of students in open element subjects where the majority are boys.</p> <p>Coaching programme run by the teaching and learning team to further support staff. Mentors are in place for trainee teachers and Early Careers Teachers. New CPD programme for associate staff and staff with leadership responsibilities.</p> <p>Embed whole school approach on retrieval practice, which was trialled and improved during the previous academic year. For consistency across the school, retrieval practice is being added to our non-negotiables: There are opportunities for recall and retrieval in the lesson with students using tier 2 and tier 3 language in their responses. Staff need to prepare questions in advance. The impact of retrieval practice is being discussed in curriculum meetings.</p> <p>Annual action research project linked to performance management of teaching staff.</p> <p>Continue to run Triads.</p> <p>Year 2</p> <p>The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with some minor changes where necessary.</p>		
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<p>Retrieval practice is fully embedded across the whole school and in all subjects. Teachers have a clear idea how regular this should happen in their subject and which point of the lesson is the best one.</p> <p>Year 3 Review of current strategies and adapt as required.</p>		
<p>Target A broad and engaging academic curriculum that meets the needs of our students and offers a range of enrichment opportunities</p> <p>Year 1 (2022_23) Departments review their curriculum regularly and adapt it to the needs of our students. Staff share lesson resources to support each other with planning and to enable all staff to deliver higher quality lessons.</p> <p>Termly curriculum and subject knowledge meetings with all subject leads to monitor the quality of the curriculum. Termly learning visits including all teaching staff to monitor quality of teaching. Feedback for each learning visit is provided.</p> <p>The needs of our SEN students and how to address them are included in our curriculum plans. Tuesday solution circles are a new feature, which will be implemented to support staff with specific students with complex needs.</p> <p>Year 2 The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with some minor changes where necessary.</p> <p>Carry on with termly curriculum and subject knowledge meetings as they work well. Departments to work towards a fully resourced and bespoke curriculum which meets all students' needs.</p> <p>Continue with the termly learning visits.</p> <p>Year 3 Review current strategies and adapt as necessary.</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	<p>2,3,5,6,7,8</p>
<p>Target Focus on disadvantaged students is a shared priority across the school and all staff are aware of this priority</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around</p>	<p>4,8</p>

<p>Year 1 (2022_23)</p> <p>Progress of disadvantaged students is closely monitored by all departments and regularly reviewed during line management meetings. SLT lead for PP to meet with core subject leaders and Heads of Year to discuss student of concern.</p> <p>Disadvantaged students are discussed during the termly curriculum and subject knowledge meetings.</p> <p>Implementation of the Leadership Strategy Meetings, which are a new feature to support subject leaders to become more effective and inspiring leaders with a whole school view rather than solely focuses on their own subject area. This in term should improve their impact.</p> <p>Non-negotiable teaching and learning expectations ie to teach high quality lessons, to ensure subject knowledge is appropriate, to ask every disadvantaged student a question in every lesson and to insist on an answer in full sentences. Mark disadvantaged students' books first. Ensure disadvantaged students are actively engaged in all lessons.</p> <p>Information regarding PP students in regularly passed on during Monday or Wednesday briefings in faculties.</p> <p>Disadvantaged students are an integral focus of CPDs we offer and teaching and learning activities we carry out.</p> <p>Attendance officers organising support for disadvantaged students as necessary.</p> <p>Year 2</p> <p>The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with some minor changes where necessary.</p> <p>Continuously remind staff to keep disadvantaged students at the forefront of their minds. Regularly meet Heads of Faculties to discuss students with negative Progress 8 scores and discuss strategies how best to support them. Ensure Heads of Faculties and teaching staff are regularly updated on the progress data of disadvantaged students.</p> <p>Year 3</p> <p>Review strategies used over the first two years. Keep working with the successful ones and adapt the ineffective ones.</p>	<p>the potential impact of teacher professional development.</p>	
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<p>Target (£8400)</p> <p>Monitoring and evaluation of assessment data to inform future planning and strategic intervention. Ensure our most vulnerable and disadvantaged students have priority access to the highest quality classroom teaching and online resources</p> <p>Year 1 (2022_23)</p> <p>TLR holders in core subjects are in place who focus on improving progress of disadvantaged students.</p> <p>Academic mentor in place to focus on supporting disadvantaged students.</p> <p>PP lead regularly meets with heads of year, subject leads and other stakeholders to discuss progress of disadvantaged students.</p> <p>Trailblazers (former and improved version of the Stretch and Challenge Club), Stem club, participation in maths challenges.</p> <p>Ensure access to revision guides, books, laptops (as necessary) and scientific calculators including for PP+ students. Prioritise disadvantaged and PP+ students when offering tuition.</p> <p>All students tested for their reading age and supported as necessary. A TLR holder has been appointed in 2022 to promote literacy across the whole school.</p> <p>Implementation of metacognition and growth mindset sessions.</p> <p>Tutors are in place to support students at their homes in in school. Keep offering online twilight revision in core subjects for GCSE groups.</p> <p>Year 2</p> <p>The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with some minor changes where necessary.</p> <p>Review impact of academic mentor, literacy coordinator and in house tutor and improve their effectiveness.</p> <p>Ensure disadvantaged students have access to revision guides, books, laptops (as necessary) and scientific calculators. Prioritise disadvantaged students when offering tuition.</p> <p>Year 3</p> <p>Review strategies used over the first two years. Keep working with the successful ones and adapt the ineffective ones.</p>	<p>EEF Attainment Gap Report: Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment</p> <p>DfE (Supporting attainment of dis. Pupils): Have an individualised approach to addressing barriers to learning and emotional support at an early stage (rather than providing generic support and at a later stage)</p>	<p>4,8</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost for 2022_23: £80'000 + £54'600 (NTP)

Total: £134'600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target (£134'600) To implement a carefully planned programme of intervention which alters as students become older enhancing the identified effective strategies. Provide remote learning access support.</p> <p>Year 1 (2022_23) Work with tutoring organisations who are part of the NTP to organise tutoring online (Tute). Look into the possibility of Tute delivering additional qualifications to some of our students online (ie A Level). In house tutors available who support at their homes or on site depending on their circumstances. Loan of IT devices to disadvantaged students who need online access. So far every student has been given a device who needed one. Interventions run by classroom teachers across all subjects during lesson time, tutor time and/or after school. Academic mentor to support disadvantaged and service students. Expand the role of the academic mentor. Establish provision focusing on metacognition and growth mindset. Creation of spreadsheet including all year 11 disadvantaged students, their barriers and strategies to support them to ensure support is individualised and bespoke.</p> <p>Year 2 The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with some minor changes where necessary. Continue online, onsite and home tutoring. Carry on loaning IT devices to disadvantaged students who need online access, including iPads for EAL students. Renew and evaluate the provision from Tute, including for remote learners from Strive. Expand this provision by potentially delivering an additional GCSE qualification as part of our curriculum offer.</p>	<p>EEF Attainment Gap Report: PP funding is a valuable to support senior leaders in raising the attainment of disadvantaged young people</p> <p>Essential life skills (or character) are important in determining life changes and can be measured in a robust and comparable way.</p> <p>DfE (Supporting attainment of dis. Pupils): More successful secondary schools were more likely to be using metacognitive / independent and peer learning strategies. Metacognitive and peer learning strategies have independent evidence of effectiveness (Sutton Trust / EEF)</p> <p>DfE (Supporting attainment of dis. Pupils): Focus on outcomes for individual pupils rather than on providing strategies. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.</p>	<p>4,7,8</p>

<p>Interventions run by classroom teachers across all subjects. Review the role of the academic mentor and amend role as necessary.</p> <p>Year 3 Review the tutoring approaches used over the first two years and amend provision to improve students' progress. Carry on providing devices to students as appropriate.</p> <p>Interventions run by classroom teachers across all subjects. Embed provision focusing on metacognition and growth mindset. Review role of academic mentor and adjust as required.</p>		
<p>Target To instigate a whole school approach to improving literacy across all subjects. Reason: 42% of our y7 students are below their chronological age (NA 20%).</p> <p>Year 1 (2022_23) Develop a whole school literacy approach. Continued employment of a teacher who leads a nurture group. Carry out reading tests for all students to be able to put support in place as required. Develop students' literacy and numeracy skills in order for them to access age-appropriate written resources better in future years. TLR holder responsible for Literacy across the whole school in place. She is liaising with all subject leaders to discuss opportunities for writing and talking in their subject area as well as creating a plan of how and which new vocabulary will be taught.</p> <p>Non-English specialist teachers provided with training to support scheme effectively. Students read an academic text each month.</p> <p>Book club, including Carnegie shadowing. Reading attitudes surveys. Wider reading lists available for KS3 and KS4. Tutor time intervention. Screening students for fluency using Microsoft Teams.</p> <p>Assemblies on the importance of reading. Reading challenges for Christmas, Easter and summer holidays. Increase opportunities for students to read (ie paired reading). St Peter's Digest in canteen. Students participate in a silent reading activity once per week during tutor time. Model UN Debate Module. Year 7 library lessons and reading trails.</p>	<p>EEF Attainment Gap Report: The earlier students receive additional support the more likely an increase in the attainment gap is prevented.</p> <p>EEF Improving Literacy in Secondary Schools Report: Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.</p>	<p>1,2,4,6,7,8</p>

<p>Year 2 Embed a whole school approach of literacy and oracy. Literacy TLR holder to review the strategies implemented in year 1 and change or improve as required.</p> <p>Year 3 Develop partnership work with primaries focusing on literacy and oracy. Review transition schemes of work and include activities to improve oracy.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost for 2022_23: £180'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target (£146'000) Ensure pastoral and safeguarding support is readily available to support students.</p> <p>Year 1 (2022_23) Increase capacity within the pastoral, safeguarding and mental health team by appointing additional members of staff, a family worker, inclusion worker and a counsellor. We are also working with the Diocese of Ely and the police (ABC plans). PP+ students supported by designated staff member for LAC students as appropriate, including PEP and regular informal meetings. Transforming Lives Project. Creation of spreadsheet including all new year 11 disadvantaged students, their barriers to learning and strategies to support them to ensure support is individualised and bespoke.</p> <p>Year 2 Ensure these staff are working effectively to support a wide range of students. Review provision and expand if necessary, most importantly the Transforming Lives Project. Investigate potential opportunities of collaboration with other organisations.</p> <p>Year 3 Ensure these staff are working effectively to support a wide range of students.</p>	<p>EEF Attainment Gap Report: PP funding is a valuable to support senior leaders in raising the attainment of disadvantaged young people</p> <p>Essential life skills (or character) are important in determining life changes and can be measured in a robust and comparable way.</p> <p>DfE (Supporting attainment of dis. Pupils): More successful secondary schools were more likely to be using metacognitive / independent and peer learning strategies. Metacognitive and peer learning strategies have independent evidence of effectiveness (Sutton Trust / EEF)</p>	1,2,3,6,7,8

Review provision and expand if necessary.		
<p>Target (£34'000)</p> <p>To ensure all students access a broad and engaging curriculum, which meets the needs of all students, including students with EHCPs (above national average) and Strive students. A wide range of enrichment opportunities is available to all students.</p> <p>Year 1 (2022_23)</p> <p>Setting up a new year 10 Exceed group in addition to the year 11 Exceed group using an amended approach. Students in the exceed group are no longer being taught all core subjects in the same class but as part of the top set in each subject area to meet the needs of these students better. Half termly extra-curricular activity aimed at exceed students.</p> <p>Promotion of PA3 (collaborative learning space).</p> <p>Wide range of breakfast, lunchtime and after school clubs. DofE, CCF, Sports Leaders Award, FPQ, LAE, LOtC, Trailblazers. Day trips. Embedding an expanded PD provision. Establish closer relationship with primaries.</p> <p>TLR holder responsible for Learning Outside the Classroom activities to broaden our provision by liaising with Heads of Faculty to ensure each faculty delivers lessons outdoors according to an established schedule. Additional half termly activities outdoors organised by the LOtC lead.</p> <p>DofE manager to organise training activities, practice and qualifier expeditions for bronze and silver students.</p> <p>Broad variety of lunchtime and after school clubs. Reinstate a club for young carers.</p> <p>Appoint an enrichment coordinator to support staff with organising trips and rewards activities as well as organising enrichment afternoons and keep the St Peter's Pathway updated. Communicate available trips at the beginning of the academic year to all parents to support families with their financial planning.</p> <p>Year 2</p> <p>Increase the quality of the enrichment opportunities for students to participate in either within lessons or outside of school hours. Review provision of the previous year and amend accordingly.</p> <p>Expand opportunities for curriculum enrichment in lessons. Promote activities</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	<p>2,3,4,5,7,8</p>

<p>to disadvantaged students to increase their involvement in these activities. Create LOtC activities specifically for boys. Increase amount of EHAs written for primary schools. Adapted PD curriculum to cater for current issues ie sexual harassment. Adapt PD resources to establish regular links to careers, safeguarding and the Equality Act. Improve online safety part of PD curriculum and adapt regularly depending on the latest developments.</p> <p>Year 3</p> <p>Update St Peter's Pathway to include all extra-curricular activities for each year group including the half term in which they take place. Expand opportunities for curriculum enrichment in lessons. Expand on cooperation with primary schools. Include more subjects and further increase the amount of primary EHAs. Review last year's PD provision and adapt to ensure it remains current. Strengthen delivery during tutor time and increase delivery by high quality external providers as appropriate.</p>		
<p>Target</p> <p>Attendance to be 94% for Y7-11 PP students</p> <p>Year 1 (2022_23)</p> <p>Dedicated attendance officer and pastoral staff to track attendance on a daily basis and work with parents to increase attendance. This is supported by the educational welfare officer. ie IAEPs, EHCP proposal, diocese of Ely, EHAs, meetings, referral to council</p> <p>Attendance Y7-11 PP:</p> <p>2018_19: 89.8%</p> <p>2019_20: 89.5%</p> <p>2020_21: 83%</p> <p>2021_22: 84.7%</p> <p>Year 2</p> <p>Dedicated attendance officer to track attendance on a daily basis and work with parents to get students to attend school as much as possible. To work closely with the educational welfare officer to offer targeted support for certain families.</p> <p>Year 3</p> <p>Review support in place and amend / expand if necessary.</p>	<p>DfE (Supporting attainment of dis. Pupils): Schools with higher levels of pupil absence had lower performance amongst dis. pupils. More successful schools set up rapid response systems to address poor attendance.</p>	<p>2,3,5,7,8</p>
<p>Target</p>		<p>5</p>

<p>Improve communication between parents and the school.</p> <p>Year 1 (2022_23)</p> <p>Increased attendance of consultation evenings by 10%. Hybrid parents' evenings to give parents the choice to book online or face to face appointments.</p> <p>Family worker supporting families in need. Academic mentor liaising with parents.</p> <p>Parent panel. Parent participation in online safety group. Regular parent voice.</p> <p>Year 2</p> <p>Review success of hybrid parents' evenings and decide on the best model forward. Increase parental engagement in general via parent panel or online safety group.</p> <p>Working with primary schools.</p> <p>Year 3</p> <p>Review parental engagement and adapt strategies as necessary.</p>		
<p>Target</p> <p>Support students moving on to university and all students have known destinations. To reduce NEET to 0% for year 11 and year 13.</p> <p>1% NEET in 2019</p> <p>1.6% NEET in 2021</p> <p>% NEET in 2022</p> <p>Year 1 (2022_23)</p> <p>Increased capacity within the careers team to broaden support available. Barclays Live Skills. Career Fayres. Activities to celebrate National Careers Week. Smoking/Vaping Cessation sessions, university campus visits, UCAS convention, CV workshops, Dell-The Big Idea events. Strive students work with a member of the local authority. Support year 11 to year 13 students as they move to university ie by working with NEACO.</p> <p>Year 2</p> <p>Embed annual CEIAG activities and events across year 7 all the way up to year 13. Provision will be broadened as appropriate, ie taking up working with further external providers.</p> <p>Year 3</p> <p>Review CEIAG provision and adapt as necessary.</p>	<p>EEF Attainment Gap Report: The transition between phases of education is a risk-point for vulnerable learners</p>	<p>1,2,3,4,6,7</p>

<p>Target Ensure that, for all Pupil Premium funded staff, performance measures are accountable and measurable in terms of Pupil Premium progress and impact</p> <p>Year 1 (2022_23) Measured via PM objectives</p> <p>Year 2 Measured via PM objectives</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>DfE (Supporting attainment of dis. Pupils): Promote an ethos of attainment for all pupils, rather than stereotyping dis. pupils as a group with less potential to succeed.</p>	<p>4,8</p>
<p>For the Pupil Premium Governor(s) and staff to visit other secondary schools to see best practice in action.</p>	<p>EEF Attainment Gap Report: Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap</p>	<p>4,8</p>
<p>Ensure the website meets all the statutory requirements for reporting spend and its impact</p>		

**Total budgeted cost 2022_23: £379'000
(£324'400 (PP) + £54'600 (NTP))**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The strategy statement, the summary below and the PP improvement plan have been reviewed externally by a senior member of the trust.

The next review will take place in Autumn term 2022.

The budget for 2020/21 was £262000

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online tutoring programme with y9	TLC Live

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Measure	Details
How are you going to spend your service pupil premium allocation this academic year?	Service students will be identified for a pastoral aspiring support plan to promote greater progress. If necessary, students will be receive academic mentoring once an appointment has been made for this role. As part of this process, the academic mentor will

	<p>update EduKey on how these students can be supported most effectively.</p> <p>Students will be receiving tutoring via the National Tutoring Programme (Tute (y8) and Brilliant Tutoring (y10). Other year groups to follow.</p> <p>Students will be offered a device as required to access online support, live lessons (if self-isolating) and online tutoring.</p> <p>Part of the funding is used to subsidise the salary of a member of staff who is the school / home service link</p>
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.