

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	Trinity Academy Grammar
Number of pupils in school	898
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	AY2021-22 AY2022-23 AY2023-24
Date this statement was published	16.12.2021
Date on which it will be reviewed	September 2022
Statement authorised by	Charlie Johnson
Pupil premium lead	Emma Cheetham
Governor / Trustee lead	Kate Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 396, 325
Recovery premium funding allocation this academic year	£ 60, 928
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	£ 457, 253

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding for?

The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been targeted at closing the attainment gap which opened as a result of time out of school during the pandemic. We aim to close the gap in attainment between PP and N-PP students during this academic year.

What is our Academy approach to the use of the Pupil Premium?

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students face varying degrees of academic and pastoral challenges. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- regular whole school data entry points that allow progress to be tracked over time,
- a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

What is the duration of the strategies outlined in the following policy?

At Trinity Academy Grammar, we adopt long term pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. The majority of strategies outlined are multi-year strategies but efficacy will be reviewed at the end of each academic year to ensure the strategies are refined, adapted or removed to best meet the needs of our cohort.

Challenges

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

Challenge number	Detail of challenge
1	Star reading tests indicate that 68% of students in KS3 have a reading age below their chronological age, and 53% of this cohort are identified as PP.
2	Student movement is an academic barrier because many have a significant gap due to relocation leading to time on a waiting list to start at a different school. Students then often return to TAG at a later stage within the school year or Phase. During the 2020-21 academic year there were 72 school leavers and 95 school joiners giving a net gain of 23 students.
3	Historically at TAG white British pupil premium students have tended to make less progress than their non-pupil premium peers at GCSE level, while the pupil premium Roma students tend to have lower attainment than their non-pupil premium peers.
4	Reasonable adjustments are made for students whose primary need is SEMH. However, we still face challenges to help these students regulate and improve their challenging behaviour. We offer a comprehensive package of support for our SEMH cohort which is ever changing based on individual student need. For example, one-to-one interventions with wellbeing teams.
5	Home Learning due to Covid19 may have led to gaps developing in student knowledge and this is likely to be more significant in students identified as PP. Adjustments to the curriculum will be made to close any gaps in knowledge and to support those who may need to self-isolate during the AY2021-22.
6	Attendance represents a barrier to progress: <ul style="list-style-type: none"> • TASB PP Absence (2017-18): 7.3% (Above the national average for Disadvantaged students) • TASB PP Absence (2018-19): 9.5% • TASB PP Absence (2019-20): 9.4% • TASB PP Absence (2020-21): 16.3% We know this is directly correlated to success at the end of Y11.
7	The behaviour of a minority of students, both pupil premium and non-pupil premium students, is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.
8	83% of PP students at TAG come from the most deprived areas in England (<i>Lowest 30% as per IDACI data</i>). This has led to a lack of resilience in our students due to a lack of academic aspirations at home and/or challenges they face at home which affects their motivation in school.
9	Increasing opportunities and broadening pupils' experiences remains a priority for our pupil premium students who have not had the opportunity to take theatre trips, travel within the UK and to read extensively for pleasure.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop the next generation of teachers and leaders and improve the quality of T&L so students experience a greater frequency of outstanding teaching over time in all subject areas. This will ensure all students (including disadvantaged students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	<ul style="list-style-type: none"> • At least 95% of staff to be consistently strong teachers. • All ECT to remain at TAG for AY2022/23 (unless there are external factors) • 95+ % positive staff voice about CPD.
Best practice in the explicit use of data is identified and shared to plan for the rapid progress of all students through the selection of 'Focus 3'.	<ul style="list-style-type: none"> • At least 51% of students targeted through Focus 3 will be disadvantaged in a bid to close the attainment gap.
Ensure pupils are effective oral communicators.	<ul style="list-style-type: none"> • At least 95% of staff regularly model good oracy. • At least 80% of students can articulate their learning journey using Learning Links.
Increased engagement with reading and improvement in reading ages.	<ul style="list-style-type: none"> • No in school gap between PP and N-PP Reading Ages and these are improving over time.
Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process.	<ul style="list-style-type: none"> • At least 95% of students are happy with their option choices.
Home learning is used effectively to support students who are self-isolating or during lockdown to continue to make progress.	<ul style="list-style-type: none"> • Student voice in the use of Microsoft Teams is at least 85% positive.
Students with very low reading ages are able to make progress towards their chronological age.	<ul style="list-style-type: none"> • No in-school gap between PP and N-PP Reading Ages and these are improving over time.
Improved attendance for Disadvantaged/EAL students.	<ul style="list-style-type: none"> • No in-school gap between PP and N-PP attendance. • Attendance is at or above NA.
Improved engagement in education for students whose behaviour can be a barrier.	<ul style="list-style-type: none"> • No in-school gap in behaviour incidents between PP and N-PP students. • Suspension in line or below NA. • PEx in line or below NA.
Bespoke Social and Emotional Learning interventions for students identified as SEMH on the SEND register to enable them to self-regulate their behaviour.	<ul style="list-style-type: none"> • The trend in behaviour shows there are fewer additional needs students repeatedly in inclusion.
Disadvantaged students do not fall behind their peers.	<ul style="list-style-type: none"> • At least 95% homework completion rates for PP students.

	<ul style="list-style-type: none"> • No in-school gap in attainment between PP and N-PP students.
Broaden the experiences of students through extra-curricular programs and trips.	<ul style="list-style-type: none"> • At least 75% of parents engage in PCE. • At least 51% of students invited on trips, involved in sports day are identified as PP. • PP students have at least 85% attendance to Involve.
A high quality, smooth transition process.	<ul style="list-style-type: none"> • All information needed to support SEND and vulnerable students is acquired prior to Summer holidays.
Raise the aspirations of students so more go on to study at an appropriate level.	<ul style="list-style-type: none"> • At least 65% of students go on to study L3 courses post-16, of which 35% are A Level courses.

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: £ 193,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality opportunities for CPD and QA of all staff. To include:</p> <ul style="list-style-type: none"> • Quality time, and money, set aside for CPD for all staff. • Curriculum CPD time built into the timetable. • Rigorous but supportive QA processes which are not graded. • Bespoke CPD for identified groups e.g. MLs, SLT, ECT, TF, New Academy Staff 	<p>“Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.” – EEF Effective Professional Development Guidance Report</p>	<p>1, 2, 3 and 8</p>
<p>Equip staff with the skills they need to identify and support students at risk of falling behind their peers through:</p> <ul style="list-style-type: none"> • CPD on selection of Focus students • Development of data entry processes • Development of Curriculum review processes 	<p>Historically at TAG white British pupil premium students have tended to make less progress than their non-pupil premium peers at GCSE level, while the pupil premium Roma students tend to have lower attainment than their non-Pupil Premium peers.</p>	<p>3, 4 and 8</p>
<p>Ensure pupils are effective oral communicators by:</p> <ul style="list-style-type: none"> • All Year 7’s are trained on ‘track me’ • Effective staff training for new and current staff to relaunch ‘track me’. • All staff trained on how to deliver high-quality literacy support so that everybody is a literacy role model. • Daily repetition of Tier 2 and Tier 3 vocabulary for all 	<p>“There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is</p>	<p>1, 2, 3, 5 and 8</p>

<p>students with a view to expanding their lexicon.</p>	<p>provided one-to-one.” – EEF Teaching and Learning Toolkit – Oral Language interventions</p>	
<p>To increase engagement with reading and improve reading ages by:</p> <ul style="list-style-type: none"> • Library to be open break times and lunch times (Covid permitting). • Selected staff to conduct small group (a maximum of 1:5) reading intervention. • Showing an active engagement with reading is required as part of graduation (Year 7 and Year 8). • All KS3 pupils will be expected to have an independent reading book. • Compulsory extended reading project for KS3 students with high reading ages to promote the love of reading in all curriculum areas. This is opt-in for all other KS3 students. • Rich Reading weeks are mapped across the year with rigorous QA of implementation planned. 	<p>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.” – EEF Teaching and Learning Toolkit – Reading Comprehension Strategies</p>	<p>1, 2, 3, 5 and 8</p>
<p>Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process.</p> <ul style="list-style-type: none"> • 1:1 interview with all Y9 students following a PCE to ensure appropriate options subjects are selected. • 2 workplace visits linked to options subjects for all Y10 students (this may be a virtual tour). • Priority careers interviews for students identified as ‘at-risk’ in Y11. • Implantation of the Gatsby Benchmarks within the curriculum. 	<p>“While the experimental literature on careers education is weak, it can be seen in the context of stronger related literature. Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults. Teenagers who have effectively underestimated the education required for their desired profession, for example, are statistically more likely to end up NEET. In addition, young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions.” – EEF Careers Education - Internal Literature Review July 2016</p>	<p>8 and 9</p>
<p>Home learning is used effectively to support students who are self-isolating or during lockdown to continue to make progress.</p>	<p>Students need to be prepared for remote education should the need to lockdown arise.</p>	<p>5 and 8</p>

<ul style="list-style-type: none"> • CPD for all teaching and classroom support staff on the use of MSCT. • Contingency plan in place in the case of increased restrictions to allow for a blended learning or home learning model. 	<p>Increased engagement with platforms such as Outlook and Teams will fully prepare students for the world of work.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 111, 411

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support students with a very low reading age to make progress towards their chronological age by:</p> <ul style="list-style-type: none"> • Primary Specialist teacher has been employed to work with the students in KS3 who have the lowest reading ages. • A holistic overview of reading development through a multitude of curriculum areas rather than solely in English. • A consistent TA to support in class and provide small group reading interventions throughout the week. 	<p>“The progress of PP students at KS3 as a barrier to achievement later in school.” - Key Stage 3: the wasted years? Ofsted (2015)</p> <p>“Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.” – EEF Teaching and Learning Toolkit - Teaching Assistant Interventions</p>	<p>1, 3, 5 and 8</p>
<p>Ensuring disadvantaged students do not fall behind their peers through:</p> <ul style="list-style-type: none"> • Student tracking and monitoring of progress through all weekly Cobra meetings. • Paired Data Entry to ensure practical changes in classrooms to address emerging needs throughout the year. • After school ‘Achieve’ sessions to target under achievement. • Homework folders are created for all students with work relevant to their KS. • Employment of Curriculum Tutors to allow for small group intervention/more targeted classroom support. • Use of NTP tuition to offer bespoke support for students identified as at risk of falling behind their peers 	<p>“The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school.” – EEF Teaching and Learning Toolkit – Extending the School Day</p> <p>“The average impact of homework in secondary school is an additional 5 months over the course of a year. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on... Pupils eligible for free school meals typically receive additional benefits from homework.” – EEF Teaching and Learning Toolkit - Homework</p>	<p>2, 3, 5 and 8</p>

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

Budgeted cost: £ 251, 359

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance for Disadvantaged/EAL students by:</p> <ul style="list-style-type: none"> • CPD for Tutors for improved student level challenge of absence. • Appointment of new Vice Principal with a focus on Behaviour and Attendance. • Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students. • Development of bespoke EAL provision for Band 1 and Band 2 students. • Bespoke mentoring for PA students 	<p>Attainment data for TAG in AY2017-18 and AY2018-19 data shows a clear link between attendance and the progress students make.</p> <p>“The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.” – <i>DfE - The link between absence and attainment at KS2 and KS4 March 2016</i></p>	<p>2, 3 and 6</p>
<p>Improving engagement in education for students whose behaviour can be a barrier by:</p> <ul style="list-style-type: none"> • Monitoring of students’ times in inclusion to allow for early intervention where appropriate e.g. the use of the Arc, Bridge and CONNECT to reduce the risk of PEx. • Alternative provision is offered to re-engage students with education where appropriate e.g. Focus Training and College Placements. Where this is external to the Academy, SLT will visit to ensure students are receiving a good education. • Additional needs meetings between VP, AP, Wellbeing Team and SENDCo. 	<p>“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.” – <i>EEF Teaching and Learning Toolkit – Behaviour Interventions</i></p> <p>“Supportive relationships are a key motivation for teachers joining the profession, and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important” – <i>EEF Improving Behaviour in Schools Guidance Report</i></p>	<p>4 and 7</p>
<p>Bespoke support for students identified as SEMH through:</p> <ul style="list-style-type: none"> • Review of the SEND provision through SEND parental 	<p>“The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so</p>	<p>4, 6 and 7</p>

<p>consultation evenings three times per year.</p> <ul style="list-style-type: none"> • Small group/1:1 intervention with the PM/PWMs/Wellbeing Team so students feel well supported and can thrive socially and academically. • Developing the role of the newly appointed counsellor to enable the wellbeing team to offer more early interventions. 	<p>schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.” - EEF Teaching and Learning Toolkit – Social and Emotional Learning</p> <p>“A UK study published by the Department for Education (DfE) found that pupil wellbeing predicted their later academic progression and engagement in school. For example, pupils with better emotional wellbeing at age seven had a value-added key stage 2 score 2.46 points higher (equivalent to more than one term’s progress) than pupils with poorer emotional wellbeing.” – PHE - The link between pupil health and wellbeing and attainment Nov 2014</p>	
<p>Broaden the experiences of students through extra-curricular programs and trips by:</p> <ul style="list-style-type: none"> • Re-launch of the ‘Involve’ extra curricular program. • Involve now to be accessed by all KS3 students. • Trips are mapped across all subjects to ensure all students have the opportunity to go on one trip every year. 	<p>Student level data would suggest that PP students at TAG are not gaining as much access to these experiences as Non-PP students nationally.</p>	9
<p>A high quality, smooth transition process:</p> <ul style="list-style-type: none"> • Meetings with Primary leads three times per year to develop stronger links. • Transition Plan for Y5 & Y6 to ensure learners are well equipped. • Extended transition for SEND students to fully support transition to secondary. 	<p>“SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process” - Special educational needs and disability code of practice: 0 to 25 years Jan 2015</p>	4, 5, 6 and 7
<p>Raise the aspirations of students so more go on to study at an appropriate level by:</p> <ul style="list-style-type: none"> • Increased focus on careers across the academy with careers weeks. • Visits to HE institutes for Y11 students (post-16 and University - Covid permitting) 	<p>Destinations data for 2019-20 showed that a number of students who obtained L2 qualifications went on to start a course that was also L2 showing a need for increased careers guidance.</p> <p>“Some emerging findings about the features of particularly effective careers education practice have been identified. Given the relative weakness of the evidence and the variability of the interventions identified, these findings</p>	3, 8 and 9

	<p>should not be treated as definitive. However, we believe that features of effective practice include:</p> <ul style="list-style-type: none"> • career exploration—giving shape to one’s own career path by exploring the options for study or work; • career dialogue—young people having meaningful conversations with teachers, parents or carers, employers and employees, alumni, and trained and qualified career development professionals; • career conversations in the workplace—giving students exposure to, and experience of work in real-life situations.” - <i>EEF Careers Education - Internal Literature Review July 2016</i> 	
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Total budgeted cost: £ 556, 420

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.

Standardised tests carried out in school in May to June 2021 showed students who are disadvantaged have an average P8 of 0.732 in the AY2020-21 (compared to AY2018-19 data). Whilst disadvantaged students performed significantly above non-disadvantaged nationally (AY2018-19 data) students have a gap of 0.59 to non-disadvantaged students at TAG.

Name	Count	KS2	Eng P8	Mat P8	EBacc P8	Open P8	P8
All	127	4.2	1.008	0.802	0.738	1.235	0.954
PP	80	4.15	0.777	0.552	0.467	1.085	0.732
N-PP	47	4.29	1.386	1.214	1.183	1.48	1.319
Gap			0.609	0.662	0.716	0.395	0.587

Areas for development identified from the PP strategy for AY2020-21:

1 Increased engagement with reading and improvement in reading ages.

Whilst there were some improvements in reading age with a higher percentage of students in Y7 and Y9 reading at their chronological age by the end of the AY 2020-21 compared to the start of the academic year there were some clear areas for further development. Y8 students stagnated and there was little improvement in the reading ages of students identified as SEND. To address these areas we will:

- Guided reading approach to role model reading continues to all of b band students in KS3.
- Daily email reminders for RMR to ensure consistent daily delivery.
- 1:1 reading interventions to be introduced for SEND students.
- Expansion of ERP: this will remain compulsory for all set 1 student but all KS3 students will have the ability to 'opt-in'.

2 Equal opportunities for all students through a comprehensive information, advice and guidance (IAG) process.

Destinations data from AY2020-21

PP vs Non-PP breakdown by KS2 prior attainment (2021):

	HAP (PP-5/NPP-6)		MAP (PP-31/NPP-23)		LAP (PP-24/NPP-13)	
	PP	N-PP	PP	N-PP	PP	N-PP
AS/A2	100% (5)	67% (4)	42% (13)	61% (14)	4% (1)	23% (3)
Level 3			23% (7)	22% (5)	8% (2)	15% (2)
Level 2			3% (1)		21% (5)	23% (3)
Level 1		33% (2)	16% (5)	9% (2)	50% (12)	23% (3)
Entry Level					4% (1)	8% (1)
Apprenticeship			6% (2)			8% (1)
Employment (with training)			3% (1)		5% (2)	
Employment (non-accredited training)				4% (1)		
NEET (unavailable to work)				4% (1)	4% (1)	
NEET (seeking)			3% (1)			
Other			3% (1)			

In AY2019-20 on 42% of PP HAPs went on to A Levels last year, compared to 100% in AY2020-21. PP LAP aspirations need to improve. We need more LAP students applying for L2 or above courses. To achieve this:

- Careers week will remain a focus of W5 of each term.
- A Careers and Co-Curricular Co-Ordinator was appointed in July 2021 to take a lead on liaising with employers to secure work place visits and to further develop the implantation of the Gatsby Benchmarks.
- The lifting of Covid restrictions allows the return of face-to-face visits. All Y10 students were invited on their first work place visit 10.11.21 (only 5/126 students did not consent).

3 Improved attendance for PP/EAL students.

In AY2020-21 overall absence is 16.0%, and this is 18.8% for PP. Whilst the impact of COVID on attendance figures cannot be underestimated there are still significant improvements to be made and the gap between PP and non-PP attendance needs to be closed. In order to achieve this we will implement:

- Further develop the LAO role to ensure consistent support and challenge for parents and students who do not meet expectations with attendance.
- Increased focus on rewards for students who consistently get it right: Halloween disco, pizza party, film afternoon and winter formal.
- Introduction of the 'Attendance base' to reintegrate students who have missed extended periods.

4 Bespoke Social and Emotional Learning interventions for students identified as SEMH on the SEND register to enable them to self-regulate their behaviour.

Limited engagement from parents with SEND PCE (average of 10% attendance across 3 PCEs in AY2020-21) has limited the impact of wellbeing support on offer as a holistic approach from home and school is required for best success.

- Employment of a full-time counsellor (enhanced from 60% counsellor in AY2020-21)
- Employment of Deputy SENDCo to enhance the provision currently on offer and ensure advice is sought more frequently from external agencies.
- Increased use of 'Bridge' in keyworker sessions to address behaviour as a barrier to learning for certain SEND students.
- Expansion of the pastoral team to 5 Pastoral Support Mentors to increase the frequency of 1:1 and small group wellbeing sessions.
- Development of new means of engaging SEND parents e.g. enhanced use of social media, termly newsletters and SEND coffee mornings

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

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?	

Further information (optional)

The statement above is a working document and may be updated at any time.