

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bower Park Academy
Number of pupils in school	1034
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022, 2023, 2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	E Aylett
Pupil premium lead	D Sears
Governor / Trustee lead	S Jonas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,000
Recovery premium funding allocation this academic year	£91,632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£40,000
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	£397,000

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide a safe and stimulating teaching and learning environment that delivers quality first teaching. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

We strive to: remove the barriers of low expectations, raise lifelong aspirations and promote the importance of academic achievement. Our Pupil Premium Plan aims to address the main barriers our children face and through careful planning and rigorous tracking, targeted support and intervention, providing all children the access and opportunities to enjoy academic success.

Challenges

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

1. To provide targeted academic support, such as tutoring;
2. To support the quality of teaching, such as staff professional development;
3. To tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Challenge number	Detail of challenge
1	Poor levels of literacy and numeracy with a particular focus on MPA and LPA students. There is also a need for supporting students with developing their reading skills, this at both Key Stage 3 and 4.
2	Insufficient progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.
3	Negative impact on progress caused by poor attendance, behaviour and disruption to learning.
4	Poor attendance levels, including high rates of persistent absence, since students returned from lockdown.
5	High levels of Social, Emotional, and Mental Health problems.
6	Lacking cultural capital and low aspirations for future destinations.
7	Issues around knowledge gaps in curriculum areas as a result of lost learning following the pandemic.

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.

Challenge	Intended outcome	Success criteria
1	Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.	<p>90% of KS3 read at, or above, chronological reading age.</p> <p>PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <p>PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</p> <p>Standardised reading scores are in line, or above, national averages.</p> <p>Create a culture of reading including the introduction of DEAR.</p> <p>All KS3 LPA and MPA students to attend 6 week literacy workshop to improve access to learning</p> <p>Sparx Reader and revise library lessons to promote a love of reading</p>
2	Insufficient progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.	<p>Assessments in English and Maths are in line with are in line with other schools in the Trust and also assessment scores for key groups are in line with comparable sub-groups.</p> <p>80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students, including WBB</p> <p>PP/NPP gap closes over time</p> <p>All KS4 PP students to engage with Teams revision to prepare for PPEs and GCSEs</p>
3	Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.	<p>80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <p>Reduce the number of behaviour incidents logged for PP students, improved attendance for PP students (and reduced PP Vs NPP gap) and bring figures in line with the national average for all students</p> <p>ATL scores show that all PP students are 'always' and 'usually' meeting expectations.(With an average ATL of 3+)</p> <p>Create an in-school 6 week intervention programme to challenge poor behaviour and poor attitudes to learning</p>
4	Improve attendance levels and reduce persistent absence.	<p>PA rate for PP will be in line, or lower than national averages.</p> <p>PP students will achieve, or exceed, attendance percentages in line with national averages.</p> <p>Increased parental engagement demonstrated through intervention log (including letters, meetings, contracts, home visits and LA pilot engagement)</p> <p>Attendance matters are tracked consistently through triangulation of work between the AO, EWO, HOY and SGM with evidence of attendance contracts making a positive impact.</p>

		More PP students on rewards trips with 95% attendance as part of the criteria
5	Provide meaningful support to pupils with Social Emotional Mental Health problems.	<p>All students continue to take part in KS3 take part in wellbeing survey.</p> <p>Students' need are met through wellbeing team and a culture of praise, reward and care.</p> <p>Train the Student Leadership Team to be Mental Health Champions.</p> <p>Use Mental Health Champions to create a culture of support and guidance in line with school values of respect.</p> <p>More students to access behavioural mentoring support and see a reduction in behaviour incidents from 2022-23 data</p>
6	Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	<p>100% of PP students attend a meeting with the careers officer in year 11.</p> <p>NEET figures for PP are in line with, or lower than, national average.</p> <p>All PP students to take part in at least one cultural capital learning experience.</p>
7	Issues around knowledge gaps in curriculum areas as a result of lost learning following the pandemic.	<p>Year 11 provision has been enhanced through the implementation of a winter walkthrough initiative which is based around departments identifying and supporting student insecurities.</p> <p>Year 7 — 10 curriculum journeys have been adjusted following review.</p> <p>Development of success criteria checklist to encourage meta-cognition and self-regulation.</p> <p>Assessment feedback follows DTT process and for KS4 exams all subjects create QLA to identify areas of development.</p>

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: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed use of wow words / academic vocabulary in every subject	Weekly discussion of TIER 2 subject specific vocabulary in all lessons as part of retrieval practice. Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. (Matthew Effect, Didau, 2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	1
Move reading lessons back to the LRC to encourage a love of reading alongside termly competitions	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	1,2
Introduce a new most able programme to deepen knowledge and critical thinking at key stage to enhance the academic curriculum	Our mission remains that 80% of PP students should achieve or exceed 4+ basics, in line with national average for all students including White British Boys. We are striving to ensure we are closing the gap between PP and Non-PP students over time. All PP HPA students in Year 7 and Year 8 will be offered the chance to participate in a 6-week HPA programme which strives to teach them skills and lessons wider than the National Curriculum. This will take place as a Period 6 lesson once a week with a showcase or event at the end. All KS4 PP students will be offered the chance to engage with Teams Revision sessions in preparation for PPEs and GCSEs.	1,2
Embed a programme of reading ambassadors to support Yr 7 and 8 students with reading below age-related expectations	A total of 16 reading ambassadors were identified. During Form time and selected lunchtimes, one to one support was provided to individual students with a focus on them being afforded the opportunity to 'read aloud' as well as discuss misconceptions with language use, comprehension, spellings and word meanings. This provision ran for three 10-week blocks and a total of 24 students were targeted.	1,2
Continue to develop the teaching, pedagogy and subject of science, with a particular focus on making lessons accessible to PP students.	Research by Hattie et al indicates that collective teacher efficacy and teacher credibility are two of the most important factors in student achievement. Many of the factors in the top ten link to strong teacher subject knowledge and pedagogy. (Hattie's 2018 Updated List of Factors Related to Student Achievement)	2,3,5,6

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

Budgeted cost: £65,500 plus staffing £125,193

= £190,693

Is the budget being spent wisely? Is there an approximate figure for each of the five areas above?

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools with a focus on literacy,	1,2,3
Additional small group tutoring to target a minimum of 80% PP students to improve reading, writing and numeracy skills.	EEF T and L Toolkit highlights that mentors who typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, in small groups can have an impact of +4 months. In addition, our mentors have a reading and academic focus to support self-regulation strategies which has an impact of up to 7 months.(July 2021)	1,2,3
Run a homework club to ensure PP students have access to after school support to complete homework and extended learning. Targeting WBB.	EEF T and L Toolkit shows that homework can have an impact of up to +5 months (July 2021) Our club has an inclusive ethos and provides a safe and supportive environment for students attending.	2
Departmental grants to spend on students to ensure full access to the curriculum resources, including educational visits.	The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.	2,3,6
Contribution to school-led tutoring to target under achieving students in bespoke subject-based interventions to close gaps across KS4 with a focus on Maths and Science.	The Sutton Trust details that tuition is a cost-effective way of boosting attainment and ensuring disadvantaged pupils do not fall behind, with the EEF Toolkit suggesting it can boost progress by up to 5 months.	1,2,3

Contribution to Year 11 'Boot Camp' for Core subjects to support small group revision and wellbeing close to the examination period, targeting disadvantaged students and key topics from most recent PPE examination analysis.	EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year and small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF T and L Toolkit, 2021)	1,2,3,5
Closing the gap interventions targeted at supporting Year 11 Pupil Premium students. This includes the providing of resources such as books, revision guides.	The Sutton Trust details that tuition is a cost-effective way of boosting attainment and ensuring disadvantaged pupils do not fall behind, with the EEF Toolkit suggesting it can boost progress by up to 5 months.	1,2,3,7
A targeted programme of support for HPA students at Key Stage 3.	The Sutton Trust details that those from lower socio-economic groups are consistently under-represented in the top universities and across all sectors. But promising young people from such backgrounds are at most of falling behind in their school years. Nationally, HPA PP students have a progress 8 of – 0.32.	1,2,3,6,7

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

Budgeted cost: £113,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Pastoral team and teaching staff to develop a positive approach to behaviour management and a whole school mental health support for students	EEF Report suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. We aim to train staff to deal with SEL strategies to better support students in their roles as SGMs. (EEF T and L Toolkit, 2021)	3,4,5,6
Additional in-school interventions and public speakers to motivate and empower students to improve their attitude to learning and to tackle some social and emotional barriers including their relationship with self, food, peers and others.	According to Professor Roy Baumeister's research on <u>negativity bias</u> we tend to remember, and focus more, on negative experiences. As a result, we believe that we need to deliver as many positive experiences for young people as possible.	4,5

Half termly behaviour mentoring to work with 10-15 students and their families to reduce barriers to learning addressing behavioural and emotional needs	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	5,6
Create an in-school 6-week intervention programme to challenge poor behaviour and poor attitudes to learning, to reduce AP and suspension data.	Evidence shows that well-trained learning mentors have a positive impact on individual pupils, pupils often show improved motivation and engagement. The aim of the learning mentor is to break down barriers to learning by teaching key skills for life so that pupils can have access to a broader range of opportunities, and they can reach their full potential.	2,3,4,5,6,7
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship via uniform swap-shop and breakfast club.	The attendance of PP students to school is significantly below National expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.	4,5
Breakfast club to commence in October 2023.	Breakfast club to commence in October 2023 once staff member and room allocated. Government subsidy using National School Breakfast programme provision extended to July 2024. (University of Leeds, Associations Between Habitual School-Day Breakfast Consumption Frequency and Academic Performance in British Adolescents. Katie Adolphus et al 2019)	2,3,4,5
Plucky Skates rewards scheme for PP students with social/ emotional needs – learn how to skate	Social and emotional learning approaches can have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF T and L Toolkit July2021)	5,6
Train 40 Mental Health Champions to promote wellbeing and positive mental health strategies across the student body.	EEF evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. The impact can extend beyond the classroom and boost whole school morale.	5
Pay for PP students to partake in work experience to raise aspirations broaden their understanding of the world of work.	EEF review found that work experience has a range of positive impacts including providing the knowledge and skills demanded for successful school-to-work transitions and giving young people relevant work experiences as well as practical insights into how. (EEF Press release, 11 Jan 2018)	6

Total budgeted cost: £ 323,393

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 2022 to 2023 academic year.

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

Quality First Teaching

During the CPD programme last year there was sessions on live marking and verbal feedback to ensure that lesson time was utilised to help students reflect on their progress. CPD sessions on the importance of modelling, scaffolding and effective retrieval practice helped to ensure knowledge is embedded in student memory and during lessons teachers are effectively strengthening student understanding of tasks and content. A session was led on strategies to engage PP boys to ensure that teachers used strategies and resources to target PP boys to ensure they made the same academic progress as their peers.

Impact

Overall Progress 8 measures indicate an improvement of 0.24, based on the previous year's data; specifically, an improvement from 0.90 to 0.66. The data also indicates that boys improved their average grade by $\frac{1}{4}$ and pupil premium students improved their average grade by $\frac{1}{3}$.

Work scrutiny indicates that there is consistency across the academy in delivery of retrieval practice, with subjects following the three stages of lessons – retrieval, independent work and reflection in line with expectations and educational research on memory and meta cognition.

Academic Mentoring Programme

Academic mentoring support aimed at supporting KS4 Pupil Premium students and some KS3 students. The purpose of this intervention was to support students in working towards their learning outcomes. The support offered was tailored to support individual needs using a bespoke plan to target gaps in Maths and Science. An insight into effective revision techniques was also provided in an effort to support students in addressing gaps and retaining knowledge.

Impact

- Year 11 students through in-class support and group support over a period of 15 -19 weeks, with an overall attendance of 80%.
- Year 11 students closed knowledge gaps using QLA's (Question Level Analysis), which has information on weak topics and areas that need reviewing and acting upon.

Reading & literacy support

All Key Stage 3 and Key Stage 4 Pupil Premium students attended a 6-week literacy workshop with the aim of further supporting improvements in access to learning / the curriculum.

Impact

- In Half Term 1, a total of 20 Year 8 students started the provision with an average reading age of 11 years, 7 months and by the end of the process, 85% of targeted students had improved to a reading age of 12 years, 3 months.
- In Half Term 2, a total of 21 Year 8 students started the provision with an average reading age of 10 years, 8 months and by the end of the process, 63% of targeted students had improved to a reading age of 11 years, 6 months.
- In Half Term 3 and 4, a total of 33 Year 9 students started the provision with an average reading age of 12 years, 2 months and by the end of the process, 77% of targeted students had improved to a reading age of 13 years, 2 months.

- In Half Term 3 and 4, a total of 33 Year 9 students started the provision with an average reading age of 12 years, 2 months and by the end of the process, 77% of targeted students had improved to a reading age of 13 years, 2 months.
- In Half Term 5, a total of 15 Year 7 students started the provision with an average reading age of 11 years, 1 month and by the end of the process, 87% of targeted students had improved to a reading age of 11 years, 11 months.

Maths HLTAs

Small, nurture group teaching has taken place across key stage 3 this year, following the same curriculum at a reduced pace.

Impact

In Year 7, PP students made an average of 7.5% progress across 5 or more topics. In Year 8, 50% of the PP students targeted moved up to higher sets based on teacher assessment and in Year 9, PP students made an average of 5% progress in each topic, moving to higher sets.

GL Assessments

In the absence of KS2 information, students completed GL Assessments which are nationalised assessment measure against a cohort of around 100,000 students. These assessments produced detailed feedback and allowed teachers of maths and English to judge and adjust their curriculum against a national benchmark. It has provided cohort strengths and areas for development against the national benchmark and has therefore allowed developments in the curriculum to be adjusted.

Impact

- All groups of learners have moved closer to national average, except NON-PP boys in Maths.
- However, the year group is still below national in both English and Maths.
- In English, although both below national (significantly in Maths), PP girls and boys have improved more than NON-PP. Interventions appear to be having an impact.
- In Maths, PP girls and boys have improved more than NON-PP, although they are both significantly below national.
- PP students in maths Year 9 have made bigger increases compared to their NON PP counterparts.

Homework Club

Over the course of the 2022/2023 academic year a regular group of around 27 children have used the homework club facilities provided by the school. This is predominantly made up of KS3 children however there are a few students from year 11 who attended prior to exams and a number of year 10 students who have started to attend in the lead up to year 11. Of these regular attendees 58% are pupil premium students. The homework club is manned four days a week for an hour after school, by a staff member who can provide cross-curricular support to students with homework. However, if students need to complete something it has been extended on the day to allow them to do this at the discretion of the staff member.

Year 11 Bespoke Revision Programme

All throughout the year, 100% of Pupil premium students had access to revision materials provided by all departments – these were accessible each and every half term and focused specifically on key revision tasks, literacy development and providing opportunities for wider reading. Revision sessions also took place within the Half term breaks and this was also supplemented by 10 weeks of Year 11 virtual Revision sessions across a range of curriculum areas, including English, Maths and Science. Targeted revision sessions also took place after school across four separate blocks.

Examples of impact

- An average of 66 students attended the extra Maths sessions each week across Blocks A, B and C
- A total of 23 students attended the Geography interventions sessions that were delivered
- A total of 207 students attended the Core block of intervention which took place prior to PPE1 and PPE2

Reading Ambassadors

A group of Year 10 and Year 9 students with high reading ages were recruited and trained to develop a brand new reading programme with Year 8 and 7 students to support 1:1 reading in the LEC during tutor time.

Impact

The intervention ran for the summer term and accelerated reader data showed that 56% of students who engaged in peer reading had an improved reading age.

From the reading ambassadors survey, ambassadors commented that:

- They have improved a lot with their pronunciations and confidence in reading.
- She has grown more confident in her reading and has gotten a more fluent pace
- She has become more fluent in reading and can correct herself.
- My partner has improved in their fluency of reading and their pronunciation of words
- Her pronunciation and confidence has improved.
- Thomas has been improving every week and always makes progress
- They are better at pronouncing words they struggle with by breaking them down and read at a faster pace

On a 5point scale reading ambassadors commented that:

- I enjoy being a reading ambassador - 4.13
- This is a valuable programme - 4
- RA has helped to improve my partners reading - 3.5

This intervention is positive for the ambassador and the reader and will continue into the next academic year.

Literacy Intervention – Key Stage 3

A total of 27 Pupil Premium students from years 7 and 8 were given the opportunity to attend literacy intervention sessions geared towards the development of a range of reading and writing skills. The sessions also aimed to improve student confidence with reading and English, specifically developing a knowledge and understanding of new words and being able to identify writer's methods.

Impact

- Year 7 students in group 1 have improved their reading age by 10 months
- Year 7 students in group 2 have improved their reading age by 12 months
- 21 students in Year 8 were supported during the spring term. The average progress made with their reading ages was +11 months

Year 10 / 11 Online Revision

Virtual revision sessions were offered via Teams for both year 10 and 11. The subjects who delivered the sessions included English, Maths, History, Science, Geography, RE and Sociology. The aim of the sessions was to address of insecurity prior to the public examinations for Year 11 and the first round of PPEs for Year 10.

Impact

Positive student and teacher voice identify the impact of the sessions. Students felt more confident as a result of the provision and staff found it beneficial to be afforded the opportunity to further address knowledge gaps.

Creative Writing workshop

Roxy Eloise, is a successful author who released her debut novel, *Discovering Puracordis* in 2022. She presented a creative writing masterclass to a range of Year 10 and 11 students. She explained to students about her journey to becoming a published author but also discussed the 'free writing method' and how this can be utilised as a revision tool.

Impact

- 100% of students felt that the 'free writing tool' is a useful revision tool that would support their independent study and exam preparation
- 100% of students felt that they enjoyed the session and benefitted from it

6-week revision strategy work shop

All Key Stage 4 HPA and MPA students attended a 6-week revision strategy workshop. The focus of these sessions was around providing an insight into specific revision strategies as well as attempting to raise aspirations.

Impact

Positive student voice comments indicate the effectiveness of this provision. Students explained that this opportunity enhanced their knowledge of revision strategies and helped them to develop their independent study skills.

Reflections English teaching

All students who spent time in the Reflections room were provided the opportunity to undertake supported activities in English.

In-year expenditure

Departmental bidding to enhance curriculum resources for PP students

Departments were able to bid for curriculum support for PP students to enhance learning experiences and/ or reduce barriers to learning. Examples of departmental expenditure and impact includes:

Art - Art equipment packs – specialised packs of equipment for access at home / independent learning. As a results students were able to access subject specific materials at home whilst there were increased responses in homework every week. 29 PP students benefited from using these equipment packs from both Year 10 Art and Creative Design and Production.

PE- Funding was used for the Year 11 cohort who were lacking in a single sport/ a third sport for their practical coursework component. Provided 10% of their overall grade. The event took place at Thriftwood Activity centre, across 2 days, where 16 students were taught safety aspects, how to rope tie, belay and climb to gain a mark /25. All students received marks from 11-23/25.

This was 12/16 students highest practical score and was 3-9 marks above their next highest grade. For the 4 where it wasn't, it was 1-2 marks off but in some cases was their mandatory single sport.

The data for overall achievement indicates that students' performance in the NEA, was improved when compared with their exam scores.

Music – Purchase of a MacBook Pro. This was used for recording coursework compositions and also allowed students to explore music technology courses post 16. This equipment was purchased owing to a lack of technology in the department and the inability to expose students to other professional and post 16 avenues for musicians. All pp students offered the chance to have a session using this technology with the subject leader.

Year 11 Boot Camp revision weekend

Core subjects participated in a Boot Camp weekend for Year 11 Pupil Premium students. All students were involved in activities throughout the three days as well as intervention sessions which were designed to support improvements in attainment prior to the summer examinations.

Impact

- 44% of students achieved a 9-5 in English and Maths (41% whole school)
- 60% of students achieved a 9-4 in English and Maths (57% whole school)
- 64% of students achieved a standard pass in Science (54% whole school)
- 36% of students achieved a strong pass in Science (35% whole school)

Budgeted cost: £ 248,550

Actual cost: £166,905.31

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

Support and Guidance Managers

Our Support and Guidance Managers were integral to support students' return to education following the pandemic. Part of their salary is funded by PP to help reduce barriers to learning. Over the course of the year, this included:

- Coaching students to regulate their emotions following CPD attendance
- Referring students to bespoke counselling, internal and external interventions
- In-house coaching and behaviour management programmes
- Daily phone calls to parents and lesson by lesson welfare checks
- Supporting the EWO and HOY to challenge poor attendance
- Investigating bullying and anti-social behaviours to support student safety and welfare
- A key link between school and parents to reduce poverty
- Supporting the Safeguarding team by completing the level 3 safeguarding qualification
- Students can be broken down in each year group as Pupil Premium or Non-Pupil Premium. The student roll indicates that there are the following percentages of Pupil Premium students in each year group:
 - Year 7: 48.6%
 - Year 8: 35.8%
 - Year 9: 38.9%
 - Year 10: 31.9%
 - Year 11: 39.9%
 - Overall school: 39% of students are Pupil Premium

Behaviour Mentoring

At the start of the year, we had a behaviour mentor two days a week to support students struggling to regulate their behaviour during the school day. By summer, we increased the intervention to 3 days a week due to the high need and used the intervention to complete restorative justice meetings to encourage a culture of reflective practice and respect for others.

Impact

Of the 33 students supported by the intervention, 17 (55%) had improved behaviour by the end of the year and 9 continue to have support into the next academic year and 5 students avoided permanent exclusion.

Student Council TLR

To improve student culture, we established a large Yr 11 Student Leadership Team to develop a Student Council and a Student Voice to launch the school's wellbeing project to: be active, be connected, give back, take notice, keep learning and to create a sense of belonging and care following the pandemic.

The co-ordinator supported student projects to promote charity, literacy, reading ambassadors and mental health.

Impact

Of the 15 students on the Student Leadership Team, 5 were Pupil Premium and able to take on leadership roles. Of the 68 members of our Student Council, 60% were Pupil Premium.

From the student wellbeing survey in July, 79% of Years 8-11 commented that they felt safe in school compared to just 58% of Year 7s at the start of the year.

Budgeted cost: £116,848

Actual cost: £116,739.57

Elevate Education parental session

In response to our Year 11 response to our Autumn mock examinations and from working closely with students and parents, we arranged for 25 Year 11 students to attend a professional workshop to develop strategies to reduce exam stress. This workshop included breathing, relaxation and thinking processes to reduce anxiety before exams. Unfortunately, only one student attended the workshop despite others showing an interest.

Transport

To support our Alternative Provision students getting to their place of education, we agreed to pay for taxis where there was limited public transport to ensure students engaged and did not become NEET.

Impact

The three students who attend AP via taxi have good attendance and engagement with the programme.

The taxis ensured 5 PP students across years 9 and 11 were able to attend their AP, ensure good attendance and avoid being NEET.

ELSA (Emotional, Literacy, Support, Assistance)

Two members of staff were trained to support students with emotional and literacy support. In total, seven students were identified and supported through a process of one to one meetings, where further support and guidance was provided.

Mental health Champion Training

In total, 40 students were trained initially by a charitable organisation, One Goal UK, and during this training they were provided with a range of strategies that were designed to support them in dealing with their own mental health difficulties and low-level concerns from their peers. Students self-nominated. The impact of the provision was measured through Student voice and positive feedback was given.

Counselling

Pupil Premium students had access to the school counselling sessions. Some of these were one-off sessions and some were ongoing, either weekly, fortnightly or monthly.

Impact

- In total, 22 individual counselling sessions were offered each week across 3 days. Each session lasted between 30 and 45 minutes and was geared towards supporting the needs of individual students.
- A total of 27 Pupil Premium students were seen during the spring term and 34 students during the summer term.

Year 8 Mental Health workshop

All Year 8 students attended a musical performance from an external agency which was aimed at providing students with strategies which can be used to support their mental health. Positive Student Voice indicates the effectiveness of this provision.

Year 9 and 10 girls Poetry workshop

All Year 9 and 10 girls were involved in a poetry workshop which was led by an external speaker, a local author. The message contained within the session centred around female empowerment and expression. Positive Student Voice indicates the effectiveness of this opportunity.

Initiatives to support student attendance in school

A range of strategies were implemented to help reduce barriers which impact on attendance. These included:

- School uniform support for every PP student
- Motivational attendance awards
- Attendance competition, PP postcards
- Eating disorder support group

Pupil Premium student access to work-experience app

All students had access to the work-experience app. This facilitated students identifying possible places of interest where they would undertake their work experience placement as well as using this to log their day to day duties and the overall impact and effectiveness of the placement.

Total Cost of 'additional' in-year spending:

£4955.63

Total Spending: £291,939.93

Carry forward for 2022-23: £59,820

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
Counselling	Independent
Safeguarding Software	CPOMMS
Counselling	Peace of Mind
Counselling	EHMP, Trial
Alternative Provision	Wellgate Farm
Alternative Provision	Lambourne End
Alternative Provision	Koru
Behaviour Intervention	5 & 10 Day Direction Programme (Local Authority)
Go Girls	Local Authority Programme
Goodfellas	Local Authority Programme

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.