

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 Richard's Catholic College
Number of pupils in school	1045
Proportion (%) of pupil premium eligible pupils	16.1% July 2022 16.3% (170 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	End of year - July 2022 October 2022
Statement authorised by	Doreen Cronin (Principal)
Pupil premium lead	Philippa Hoyle
Governor / Trustee lead	Glenn Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,475
Recovery premium funding allocation this academic year	£12,500
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	£217,975

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child, regardless of starting points, background or ability, should have the opportunity to live life to the full and use their gifts and talents for the common good and to enable them to participate fully in society.

We aim to achieve this by:

- All teaching and support staff know who the Pupil Premium pupils are.
- They will know their entry level data as well as current progress.
- In line with all pupils in the college, Pupil Premium pupils will have progression set to reflect all data on the pupils (our own tests, Cognitive Ability Tests (CATs) and profiles from the transition programme) so we can close any gaps already in place.
- St Richard's has a no excuse policy with regard to progress and attainment so that all staff expect Pupil Premium pupils to make at least as much progress as other pupils in the school. We analyse any barriers to learning and act to mitigate them.
- High quality teaching will form the backbone of support and our extensive programme of CPD and monitoring will ensure staff deliver on this front.
- Additional support in literacy and maths for Pupil Premium pupils is another vehicle for closing the gap.
- 1-to-1 and small group tuition will take place where it is most effective.
- Where appropriate, the curriculum may be adapted to help Pupil Premium pupils.
- Pastoral support within school as well as external agencies will help strengthen links with home.
- Pastoral Leaders check attendance of Pupil Premium pupils and contact home to offer support as required. Help will be given to improve the attendance of identified Pupil Premium pupils.
- Prep Club and Prep Club Plus will support Pupil Premium pupils with homework.
- A room is in use at lunchtime with a Teaching Assistant in support to further help.
- Help given to ensure Pupil Premium pupils access curriculum trips and other extracurricular activities and clubs.
- Pastoral care of Pupil Premium pupils will be a priority and involve many support programmes and agencies.
- Use will be made of pastoral support such as the Pastoral Manager, Counsellors and/or a Pastoral TA for pastoral interventions.

Our key principles of the strategy plan

To provide outstanding teaching and learning which embeds strategies that close the gap and facilitate pupil progress.

To track progress and monitor progress of our Pupil Premium pupils against national data.

To strengthen teaching and learning strategies that maximise numbers of 5+ and 7+ grades achieved.

Challenges

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

Challenge number	Detail of challenge
1	A considerable number of disadvantaged pupils have lower entry levels of numeracy and literacy on entry to school.
2	Attendance can be poorer with higher levels of persistent absence amongst this cohort.
3	Parents can sometimes feel that there are barriers to them supporting the school.
4	Pupils and families have identified social and emotional issues such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Quality first teaching supported by regular research-focussed professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently	<p>Learning observations and walks demonstrate teaching is consistently good/outstanding.</p> <p>Staff know pupils and are addressing gaps in pupil knowledge through intervention.</p> <p>Pupil progress is monitored as part of assessment programmes with individual teachers, PP champions, PP mentors, and pastoral leads aware of concerns.</p> <p>Regular CPD for staff - weekly and termly developments are embedded.</p>
Strategic targeted use of wave 2 subject specific intervention	<p>At KS4, small group wave 2 subject intervention programme operates across the academic year.</p> <p>Impact measurable by staff and pupils through assessments, questionnaires etc.</p> <p>Pupils provided with one to one support as identified when small group intervention does not make an impact.</p>
Improving literacy and numeracy skills in Y7/8 where gaps may have been identified as a result of pandemic lockdown	<p>Literacy and numeracy programme delivered by staff to small group</p> <p>Regular testing to check progress</p>

Raise attendance and reduce persistent absence for disadvantaged pupils	Attendance improves for identified pupils as well as a reduction in number and amount of persistent absence. Form tutors tracking attendance and holding conversations with pupils about attendance to reduce need for further action.
Raise the number of opportunities for pupils who need alternative curriculum provision	Number of in-house curriculum opportunities are provided for pupils e.g. Prince's Trust as well as identification of support at alternative settings e.g. Plumpton, The WorkPlace. Provision meets pupils' needs and supports their progression.

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: £90,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching supported by regular research-focused professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently	Recruitment and retention of high-quality teaching staff including specialist staff in all subjects is shown by the EEF as being the most important lever to help pupils improve outcomes https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,4
Developing metacognitive, self-regulation skills as well as oracy and feedback in all pupils. This will involve ongoing CPD across the year.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1,4

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

Budgeted cost: £60,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic targeted use of wave 2 subject specific intervention	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4
Improving literacy and numeracy skills in Y7/8 where gaps may have been identified as a result of pandemic lockdown	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Programmes can then be implemented to support pupil progress:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>For example, with Literacy</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,4

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

Budgeted cost: £50,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance and reduce persistent absence for disadvantaged pupils	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2, 3, 4
Providing Pastoral Support to meet social, emotional and mental health needs of pupils	<p>EIF's report on adolescent mental health found good evidence that CBT interventions as well as a range of other support can reduce symptoms of anxiety and depression and develop young people's social and emotional skills as well as supporting parents and carers:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	2, 3, 4

Total budgeted cost: £210,000 (approximate)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - Year 2

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching - Quality first teaching supported by regular research-focused professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently

Lesson observations and learning walks demonstrate that all lessons are at least good with many staff having a strong observation. With learning from St Richard's 3 now becoming embedded and bearing fruit, we can see departments using recall and retrieval or spaced learning or higher order questioning as regular practice. Key staff are becoming more proactive in keeping up-to-date with their reading in pedagogy and this is enabling others within the department and beyond to develop their practices.

The visit from OFSTED has driven teaching and learning to look at metacognition, feedback and progress and the T and L lead has focussed heavily on this with the support of an educational consultant. The outcomes can be seen on the table [here](#).

Developing metacognitive, self-regulation skills as well as oracy and feedback in all pupils. This will involve ongoing CPD across the year.

These have been the focus over the academic year with time in staff meetings, INSET and departmental time being driven at leading in these areas. For example, with oracy staff have received CPD support in their staff meeting and subject leader meetings in the delivery of oracy. All staff have explored the importance and were reminded about the basic skills as identified by Voice21. All were given a bookmark with the key areas for us to focus upon with the requirement that every lesson should enable the following (and which has been seen as a result in learning walks):

1. Everybody's heard every lesson
2. Everybody makes eye contact and engages in talk positively
3. Everybody engages in active listening in lessons
4. Everybody speaks in full sentences, using an appropriate register
5. Everybody extends their answers

Weekly updates from staff in Thursday morning briefings have focussed upon oracy with presentations from Media, Drama, SEND, English for example, demonstrating how to develop oracy techniques which enables learning/CPD led by peers. Departments have then driven this through their department meetings and this has been seen in departmental minutes and activities in lessons.

Targeted Academic Support - Strategic targeted use of wave 2 subject specific intervention This has been through a variety of routes:

Specific tutoring - English/Literacy through graduate tutor providing small group work - 18 Y11 pupils have accessed a MyTutor tutor (who has been employed in-house) to support pupils with a programme of intensive English coaching to enable them to pass. We await the completion of their GCSE exams and results in August.

Maths tutoring has been provided by teachers - see information below.

KS3 - graduate tutor has provided small group intervention in numeracy and literacy for key pupils in Year 7 especially with programmes such as Numicon and Y1/2 White Rose Maths materials bought to deliver to pupils. One of the three pupils that this has been delivered to has seen rapid progress and now returns to normal classes.

Early morning intervention programme - specialist teachers provide intensive support to

small groups of Y11 for 10-12 weeks. 89% of PP pupils received at least one programme of this support in Y11 (3 of 27 did not receive any support).

All pupils - 48% have made at least one grade improvement between the mock exams and 28% have stayed at grade. At this point, all subjects are showing improved results for most pupils except for German.

Of the PP pupils - 100% had remained at (note grade boundaries were raised compared to the previous mock exams) or improved their grade. 45% improved their grade in this round of mocks by at least one grade and 55% remained at grade 4 or above. We await the completion of their GCSE exams and results in August.

Improving literacy and numeracy skills in Y7/8 where gaps may have been identified as a result of pandemic lockdown

Sound training - aims to boost vocabulary and confidence with both spelling and reading, particularly tier 2 words. With lots of disruptions including losing TAs for exams, we have managed to complete SOUND training sessions with 63 pupils. 6 of these are PP. Bearing in mind we start with those with the lowest reading ages, this is very promising in terms of Y7 PP reading levels generally.

Post-tests show vast improvements in reading ages - the average this year is an improvement of 8 months in 6 weeks for PP pupils but we need to look into how to see it evidenced in lessons.

Bedrock - Bedrock Vocabulary teaches Tier 2 vocabulary and grammar skills. Pupils complete 3 lessons per week for homework and one lesson of Bedrock Grammar in their Library lessons weekly for Yr 7/8 and fortnightly for Year 9.

Number of pupils participating and number of PP pupils

There are 137 PP pupils participating in Bedrock out of 831 this year in KS3.

Impact of intervention - PP v non PP

The impact of use of the Bedrock programme is that on average PP pupils are making a 32% improvement based on pre and post test scores after completing a topic. PP pupils on average start with lower pretest scores eg: 57% and scores in their post test scores often average 75% compared with non PP pupils who averagely score 61% and then 78% in post test scores.

Possible impact that this has on pupil education at school

Pupils using Bedrock in school are taught explicitly the tier 2 vocabulary. The drip feed learning of vocabulary recaps and helps pupils to memorise vocabulary they have learned. Pupils can transfer vocabulary learned across subjects. Vocabulary taught is drip fed and repeated throughout blocks so pupils are continuously exposed to vocabulary they have learned before as well as new words.

Reading digital tests - this was completed in September 2021 and will again be completed by all pupils in Y7 in June 2022 to review pupil progress as a result of interventions above as well as support from the Graduate tutor, and reading buddies for those pupils identified as in need. Results of PP v non PP to appear in the next review.

The pupil premium tracker which has been completed by all departments to review the outcomes of interventions has identified the following have been provided for PP pupils this year:-

Interventions put in place for PP Pupils

- seated next to high attaining supportive peers
- sat near the teacher for frequent redirection/clarification
- increase in directed questioning towards this pupil in class
- regular 'drop ins' by class teacher to check in on understanding of current topic
- placed on behaviour/subject report
- specific intervention to improve fluency in subject (e.g. times tables, written calculations)
- tailored homework tasks / online interventions
- use of EAL services to support understanding of subject specific vocabulary
- timetabled extra literacy/numeracy lessons
- TA directed to support pupil with...
- regular contact home regarding the areas that the pupil could benefit from support
- a focus on how the pupil settles during the first 5 mins of the lesson
- provision of equipment/revision resources
- invited to intervention session
- book checked every lesson to ensure that the pupil has taken down the required notes
- development areas regularly provided to pupil's tutor
- strategic use of praise for motivation
- part of a reduced size class to increase support available
- lunch club/games club
- handwriting club
- subsidised trips
- revision techniques - metacognition
- prioritising parents at parents evening
- Emotional literacy support
- praise and rewards
- attendance at prep clubs
- organisation of outside support
- clear data analysis, responding to pupil's individual development areas in the subject
- mentoring
- reviewing and fulfilling the pupil's access arrangements

Departments are currently completing the review of which interventions have worked best for their departments and identification of practices to developed or continued for the next academic year.

Wider Strategies - Raise attendance and reduce persistent absence for disadvantaged pupils

Attendance - data below shows the trends in absence. NOte the impact of COVID in term 3. Whilst the PP attendance continues to be below that of non-PP, we continue to make progress following the pandemic - it is difficult to compare attendance over the last 2 years. However, pre-pandemic attendance in 2019 was PP 91.9% and 38.5% of persistent absence was PP pupils.

	Attendance Figures		Persistence Absence Figures		Total No.Pupils on roll
	PP (%)	Non PP (%)	PP	Non PP	
Term 1	93.63	95.73	34	118	1042
Term 2	91.94	94.08	46	175	1041
Term 3	86.83	88.14	88	439	1043
Term 4	91.98	94.41	41	164	1039
Term 5	93.34	94.17	37	184	1037

Strategies used to improve attendance for PP pupils

Responses to absences on a daily basis from the Attendance Officer.

Inform parent that absences will be unauthorised after 3 separate absences (done via email).

Attendance letters sent out termly.

Weekly attendance sent to form tutor to hand out house points for good attendance

Termly certificates for good attendance

Head of Year or tutor to discuss low attendance with a pupil at an early stage and to discuss any absences on the students return to school.

Activities of EWO for PP pupils

Pupil Voice to establish pupils feelings around school and friendships

Attendance Matters worksheet - to demonstrate the importance of attendance on life chances and college/job prospects

Home visits - where a pupil is absent from school and low engagement

Attendance Assemblies

Strategies used to support PP attendance

Attendance tracking letters

2 weekly meetings with the Heads of Year for each year group to discuss each student that is under 90% this includes PP students.

Meetings with parents which involves an Attendance Improvement Agreement between, school, parent and student

Penalty Notice Warning letters in cases with no engagement for improvement (only issued after discussion with school lead)

Referrals to outside agencies for further support, ESBAS, CLASS, Social Services, CAMHS, TLP

Providing Pastoral Support to meet social, emotional and mental health needs of pupils

The role of the Hive is to provide additional support for those pupils who have identified SEMH needs as well as a place that pupils can self-refer when they need additional pastoral support.

It is staffed by 2 pastoral TAs who have been trained in a range of SEMH areas. As a result, 41 PP pupils have been seen on a regular basis to access support this year to meet their needs. This is in addition to tutor, head of year and any external support that they may be receiving.

Other pastoral support above tutor and pastoral leader

Type of support	No. of PP pupils
Other pupils with SW - All level 4	10
Pupils with Family Key Workers - Level 3	3
Pupils under CAMHs	9
Pupils who did have social workers and therefore should be flagged and supported	5
Young Carers	4
EHCPs	6
SEN Vulnerables	9
TLP	1

Other new activities in addition to usual funding for items:

Y7 Summer School Provision - Primary school transition held in Summer 2021 assisted identifying pupils who would benefit from an academically focused 3 day summer school. This gave the opportunity to continue to engage and motivate more academically able students as well as provide a nurturing environment to support transition for those with SEMH and other vulnerable needs. Summer school provided a variety of Numeracy, Literacy, creative, physical activity and wellbeing based activities aimed at promoting cultural capital opportunities. There was 83% attendance from our PP pupils in Y7 (25 of 30).

Other Summer School Provision - In week 1 and 3 of the summer holidays, a programme of enrichment was provided by our pupils involving Basketball, Music, Drama/Theatre workshop, Art and Sport. 97 pupils were involved in this from KS3 and KS4 of which 17 were PP. 123 PP pupils attended this provision.

Second hand uniform shop - this has been set up this year and whilst most of this has been donated, it has been necessary to buy some uniform items such as PE kit and larger sizes of some clothing. This has been an incredibly successful venture with staff able to access for children in need and items being handed out free of charge at least 2/3 times a week.

Item
Education Welfare Officer
Counselling
Occupational Therapist
Speech and Language
A Wright Programme
Graduate Teacher
Tutoring
Prep and Homework Clubs
Numeracy and Literacy Groups
Licenses
Music lessons
Transport
Careers advice
Uniform/PE Kit
Curriculum Resources
Library resources
Alternative Workplace
Staffing costs for Quality first Teachers

PP lead has worked with the Business Manager to gain greater clarity on the spending of the PP budget and with the new financial budget now in place for the new financial year this work will continue to a pace to have a much clearer picture on spending. However, at this point the following categories of spending have been identified:

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

A wider strategy to constantly demand the highest standards of teaching from our staff has remained consistent throughout the last year despite the pandemic. Staff continued to receive termly CPD on key pedagogical approaches including improving engagement, metacognition or retrieval practices. Staff have received presentations, sessions led by Tom Sherrington as well as cross-department meetings to develop practice. Weekly teaching and learning briefings have focused on current issues/practices with staff. For example, in Term 3, we focussed on honing our delivery of online lessons as each lesson was delivered live to pupils. Finally further support/guidance was also given in Subject leaders' meetings to look at practice and share this with others whilst developing action plans to take back to departments.

Learning walks and departmental monitoring identifies lessons are of a high standard, pushing learning to encourage recall and independence in learning. Pupil progress is at the heart of planning and delivery and staff know their Pupil Premium pupils and work to support their needs. Reviews of profile analysis and monitoring shows that feedback needs to be timely and impactful and intervention may be required more frequently for some KS3 pupils than is current practice.

Developing numeracy skills was key to our activity last year and to give additional support to those pupils who struggle the most in Maths in Y7 and 8. This involves repeating core skills such as times tables, the four operations, place value and operations on number. These pupils were identified as a result of standardised testing. The end of year assessment showed that these pupils made on average a 26% increase from their scores at the start of the year, with scores ranging from a 5% to a 90% increase. However, due to the nature of Maths it is impossible to isolate the impact of these classes as these skills and topics are taught in normal Maths lessons as well. However, pupils develop confidence and self esteem in these smaller groups where they gain the support of a teacher. We have learnt from this work and we will have continued monitoring of data and a new approach to Year 7 numeracy with very small groups (13 or less), alternating termly with Literacy. Only specialist teachers will be taking these groups. More resources have been created for these classes.

Literacy programmes which develop skills to build confidence and resilience with the subject were also developed to support identified pupils. It gave additional support to those who find English challenging building skills such as SPAG, sentence structure, vocabulary, speaking and listening and exposing pupils to a range of differentiated texts. Pupils gave feedback which said that they felt supported with small group work and 1:1 support from teachers. We have identified that in the next strategy we will plan INSET for Literacy Support teachers as well as online lessons in case of COVID lockdown to reduce any learning loss.

Furthermore, Bedrock was used as a significant tool to close the vocabulary gap and to be used as an intervention strategy in Literacy Support lessons. Data shows that on

average PP pupils' vocabulary improved by 29%. The Bedrock Impact report 2021 Bedrock analysis report demonstrates this. We need to continue to track and monitor Bedrock data and lesson completion by PP pupils and ensure the rewards system is engaging for PP pupils as identified by pupil voice.

Small groups teaching by a specialist trained lead of SOUND raises literacy attainment by developing vocabulary and comprehension. The 6 week intensive phonic programme has shown pupil reading ages and standardised scores increase significantly. The average increase was 1.3 yrs reading age for Pupil Premium pupils after a 6-7 week accelerated reading programme. The highest increase after 6 weeks was as much as 2.7 years.

With the challenge of the pandemic, we still chose to keep our disadvantaged focused and in school and especially working with younger year groups and parents to create good attendance habits. The additional time provided by the EWO meant that weekly meetings were held with Pastoral Leaders. This led to close tracking and monitoring with partnerships with parents and pupils. Improvement in the tracking of persistent absent pupils occurred through unification of EWO and STR systems to ensure that a picture of attendance and actions could be easily accessed and reviewed. The EWO will phone parents to set up meetings, welfare calls and issue letters of support, advice and meeting invites to parents. This is now recorded on a Persistent Absence spreadsheet where the history of the pupil's attendance for the academic year and subsequent years can be tracked. This gives a more holistic picture of the patterns of attendance and the support in place.

The EWO has also tackled the persistent absence of pupils of Y11 vulnerable groups. Whole school attendance was improving as was Persistent Absence, however the Covid 19 outbreak has warped some of the figures to date.

Attendance was positive on return to school especially for the first term. In Term 2 there was a drop as more pupils had to isolate including Pupil Premium pupils. Although Term 3 was in lockdown, teaching followed a normal school day timetable and full attendance was required remotely. The attendance was followed up by all staff. As a result, Term 4, 5 and 6 saw good attendance figures leading to 95.71% for the cohort compared to the previous year of 95.92%.

Whole school attendance was improving as was Persistent Absence, however Covid 19 outbreak has warped some of the figures to date. Whole School attendance figures for 2020-21 95.71% (95.9%, 95.81%)

PP attendance stood at 93.81% (91.9%,92.6%) versus Non-PP at 96.05% (95.9%, 96.5%). 33.6% (38.5%,42%) of Persistent Absentees are PP pupils. These statistics show an improvement in Persistent absence of PP pupils, and PP % attendance of 0.13% as opposed to a drop of 0.7% based on the previous year.

Using Graduate Tutors to support a key group of Y11 in maths and English which enabled them to receive intensive support ahead of assessments. Much time was spent looking at exam technique and planning answers in English as well as fundamental skills of language. Numeracy skills were targeted in maths with time spent focusing on key areas of weaknesses as identified by staff. This programme of support ran from Term 2-Term 5. It is very difficult to quantify the impact of this support from that of the teacher's input but the resilience and independence skills as a result of the sessions were clearly tangible in pupils. Qualitative feedback from both pupils and parents was highly positive. Additionally, all pupils in Year 11 achieved Grade 4 and above in their TAG's.

We have been trialling an early morning intervention programme which includes activities that staff undertake with pupils over the course of 6 weeks so that pupils will be able to see that they are making progress. Pupils are identified on the basis of need and staff complete an audit or use an exam question/paper to provide baseline data.

The group of pupils have been chosen based upon gaps but this is not about trying to fix every gap but to enable pupils to feel that they have made progress in key areas, develop metacognition skills in the subject to support their progress and thus promote self-esteem. During the last session, a final assessment takes place and progress is measured. This is followed up with pupil and staff surveys. This has run for Y11 and Y10 in the academic year 2020-2021 with 2 sets of 6 week programmes in place.

Taking the last Y11 cohort, for example, 69% of those chosen to attend the sessions (43 pupils) made progress as measured quantifiably, 26% made some but not significant progress and 5% made no progress. Pupil voice identifies the benefit of working in such small groups with staff on key areas that they have struggled with. They found the opportunity to discuss and share issues much easier and gain much faster feedback from staff. They liked the fact that they were getting the support from someone that they knew. Staff found that the best progress was made by pupils who attended all sessions and were willing to share concerns and proactively use the sessions to the full. Much learning has taken place from staff delivering these sessions and this will be continued in the next academic year.

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
Literacy programme	Bedrock, Lexonik

Phonics	Sound training
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Service pupil premium funding (optional) - Not applicable

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