PUPIL PREMIUM ACTION PLAN 2023-2025

Schools week report

- The attainment gap between disadvantaged secondary school pupils and their better-off peers has widened to its largest level in 10 years.
- Provisional key stage 4 performance data published shows the disadvantage attainment gap now stands at 3.84.
- This is the widest it has been since 2011-12, when it was 3.89.
- Sir Peter Lampl, founder of the Sutton Trust, said the results show the pandemic "has reversed a decade of progress" and paints a "worrying picture".
- He said it adds to the overwhelming case "that there has to be a step change in what is done to enable young people to recover from the pandemic", adding: "The government needs to step up to the challenge immediately. There is no time to lose."
- The gap was already widening before the pandemic – rising from 3.66 to 3.7 between 2017 and 2019.
- But it narrowed in 2020 when centre assessed grades were used, before widening again in 2021 to 3.79.

Fair education alliance

Key findings and implications

- School closures have reversed progress made to narrow the gap in the last decade. Current projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The Fair Education Alliance has stated that "the pandemic created a barrier to progress being made to narrow the attainment gap, with the cost-of-living crisis now risking making the situation even worse. The report found the divide between disadvantaged pupils and their peers has widened in maths, writing and reading at primary school due to disruption caused by the Covid pandemic, and was now at its widest point since 2012. Similarly, the attainment gap at GCSE was at its highest point in the past decade".

1. Barriers to Learning for PP pupils

Unlike other student groups (SEND, Upper Band etc) Pupil Premium students do not have a defined set of characteristics. They may exhibit some, none or all of the following:

- Weak progress, often from the start of their schooling in Year 1 or before (according to the Joseph Rowntree Foundation, the attainment gap at age 5 is already between 10 and 12 months)
- Poor reading/literacy skills
- Poor attendance
- Poor independent study skills
- Ineffective remote learning
- Low aspirations, often linked to lack of employment in the household and lack of role models
- Lack of opportunity: disadvantaged students may not be able to access music tuition, participate in school visits etc

2. Aims

- Improve the progress of disadvantaged students
- Improve the attendance of disadvantaged students
- Raise the aspirations and widen the horizons of disadvantaged students
- Improve the employability of disadvantaged students
- Ensure equality of opportunity for disadvantaged students, for example access to extra-curricular activities
- Provide opportunities for students to develop essential life skills beyond their core curriculum, including access to enrichment activities and vocational experiences

3. Data and statistics (see TKW)

YEAR 7	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6
English – Proj. grade	n/a	n/a	2+	2-	2-	2-		
Target			1+	1-	1+	1-		
Maths – Proj. grade	n/a	n/a	1+	1-	1+	1-		
Target			1+	1-	1+	1-		
All subjects – Proj grade	n/a	n/a	1+	1-	2-	1+		
Target			1+	1-	1+	1-		

YEAR 8	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 EA Non FSM6	AP1 EA FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6
English – Proj. grade	n/a	n/a	Not available due to change to Sisra		2+	2+		
Target					2+	2-		
Maths – Proj. grade	n/a	n/a			2-	1+		
Target					2+	2-		
All subjects –Proj. grade	n/a	n/a			2-	2-		
Target					2+	2-		

YEAR 9	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6
Grade 4+ En+Ma	n/a	n/a	Not available due to change to Sisra		18.8% / 19.4%	4.3% / 19.1%		
Grade 5+ En+Ma	n/a	n/a			3.0% / 4.8%	2.1% / 2.1%		
Attainment 8	n/a	n/a			2.86 / 2.87	2.39 / 2.52		
EBacc entry	n/a	n/a			26.7% / 27.3%	8.5% / 10.6%		

YEAR 10	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6
Grade 4+ En+Ma	14.6%	9.6%	Not available due to change to Sisra		46.7% / 52.7%	26.1% / 30.4%		
Grade 5+ En+Ma	6.1%	3.8%			18.2% / 18.2%	10.9% / 17.4%		
Attainment 8	22	17			3.88 / 3.76	2.78 / 3.31		
EBacc entry	20.7%	11.5%			23% / 23%	8.7% / 10.9%		

YEAR 11	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6	AP4 Non FSM6	AP4 FSM6
Grade 4+ En+Ma	38.3%	20.8%	In go4schools so can't be compared to Sisra analysis		64.2% / 80.0%	40.0% / 62.2%	57.5% / 80.0%	35.6% / 62.2%	66.7% / 80.0%	37.8% / 62.2%
Grade 5+ En+Ma	16.6%	5.7%			35.8% / 52.5%	15.6% / 24.4%	32.5% / 52.5%	13.3% / 24.4%	36.7% / 52.5%	13.3% 24.4%
Attainment 8	33	26			4.28 / 4.81	3.26 / 4.15	4.14 / 4.81	3.12 / 4.15	4.34 / 4.81	3.28 / 4.15
EBacc entry	20.0%	15.1%			20.8% / 20.8%	15.6% / 17.8%	19.2% / 20.8%	13.3% / 17.8%	18.3% / 20.8%	13.3% / 17.8%

Attendance	All Term 1A	FSM Term 1A	All Term 1B	FSM Term 1B	All Term 2A	FSM Term 2A	All Term 2B	FSM Term 2B	All Term 3A	FSM Term 3A	All Term 3B	FSM Term 3B
% Figures	93%	89.4%	89.7%	84.9%	89.9%	84.7%	89.9%	84.3%	89.7%	83.9%		

Priority 1: Teaching and learning priorities

Success Criteria:

- Progress and attainment across all years is in line with or better than their peers
- Quality assurance across the year indicates an improving trend from Assessment Point 1 (AP1) to AP3
- Teachers are aware of individual PP students' educational needs, strengths and areas for development
- Teachers are confident addressing and supporting PP students' needs to enable them to make excellent progress
- AP tracking points show PP students have on average good or better attitudes to learning
- Attendance at Parents Evenings is in line with or better than non-PP students
- Teachers develop and maintain effective communication with parents of the PP students they teach
- Form Tutors are proactive in supporting PP students and contacting parents

Action/task:	IC	Timescale	HT2	HT4	HT5	QA	Resource	Budget
Embed the T&L non-negotiables across the school with a focus on instructions, scaffolding, practice and feedback	EJB FLs	Ongoing				▪ Curriculum reviews ▪ Patrol drop-ins ▪ Book-looks	Staffing	£40,000
Ensure assessment is accurate, diagnostic and supportive in moving PP students on with their learning	MTM FLs	Ongoing				▪ AP data ▪ Standardisation ▪ Moderation ▪ LM meetings/Faculty meetings	Staffing	£20,000
Identify students falling behind and the reasons for this. Share outcomes and strategies with all staff through discussion at CSI meetings	TKW KS4 MTM KS3 FLs	Autumn Term and ongoing				▪ CSI meetings ▪ AP data ▪ LM Meetings ▪ Faculty meetings ▪ Wave 1 interventions	Staffing	£22629
Ensure targeted support is implemented and monitored for individual students (Teachers, TAs, academic mentors)	TKW KS4 MTM KS3	Half termly post AP				▪ AP data ▪ Patrol drop-ins ▪ HOH feedback ▪ Faculty meetings	Staffing	£100,932
Equip students with strong cognitive, metacognitive and social-emotional strategies in PSHCE/PD	ESW HoHs	September - ongoing				▪ Curriculum reviews ▪ Patrol drop-ins ▪ Tutor drop-ins ▪ PP review	Staffing	£5,000
Students access a range of home learning platforms and activities regularly to embed knowledge and practice skills.	EJB	Autumn Term -ongoing				▪ Homework audits ▪ AP data ▪ Curriculum reviews ▪ Patrol drop-ins ▪ Student voice	Resources	£20,000
Prioritise PP students for Parent's Evening appointments where there is a concern relating to progress.	HLB HoH	Parents Evening dates				▪ Parents Evening data	Staffing	£0
Monitor non-attendance of parents of PP students at parents' evenings and organise a follow up formal review meeting for any students who are underachieving.	HoH	Parents Evening dates				▪ Parents Evening data ▪ SLT QA of review meetings	Staffing	£2500
Increase attendance at Breakfast Club through promoting and developing activities	PAC	September onwards				▪ Breakfast catering record ▪ Attendance data ▪ Parent and student feedback	Staffing Resources	£750
Total								£140,879.00

Priority 2: Targeted academic support and development of independent learning

Success Criteria:

- PP students are confident working independently both in school and at home
- PP students have access to all resources needed for their learning and progress
- PP students understand how to self-regulate and are motivated learners
- PP students are responsible and resilient learners who know how to solve problems
- Parents are confident in how they can support their child both at home and in school
- Improved student attendance following strategy meetings and home visits

Action/task:	IC	Timescale	HT2	HT4	HT5	QA	Resource	Budget
Ensure all PP students have access to technology: internet, appropriate device, and space to work.	PAC HoH	Autumn Term				- Student/parent voice - Parent voice feedback - AP data	Resources	£10000
Provide free resources e.g. revision guides, textbooks, ingredients, stationery, uniform etc.	PAC	September - ongoing				- Student voice feedback - Parent voice feedback - AP data	Resources	£10000
Identify and support PP students with attention, attitude and behaviour needs in the classroom	SHM HoHs	September - ongoing				- Patrol drop-ins - Student voice feedback - Behaviour data - A2L analysis	Staffing	£13,023
All students to read aloud in DEAR using class readers. 1:1 reading support for targeted students with peer mentor. Access to new library to support reading for pleasure.	ESW MTM ERR	September - ongoing				- Weekly QA drop-ins - Library usage statistics - Student feedback - Reading ages	Staffing Books	£11500
Ensure that PP students who are underachieving are prioritised for personalised timetables	TKW	Half termly post AP data				- AP data - CSI Faculty meetings - HoH pastoral CSI feedback	Staffing	£10000
Ensure that underachieving PP students are prioritised additional support from Academic Mentors & school led tutoring	TKW KS4 ESW KS3	Half termly post AP data				- AP data - CSI Faculty meetings - HoH pastoral CSI feedback	Staffing	£10000
Ensure that underachieving Sixth form PP students are prioritised additional support from 16-19 tuition fund	MLD	Half termly post AP data				- AP data - CSI Faculty meetings - Tutor feedback		£2911
Support parents in developing their child's self-regulation, study skills and reading habits	HLB	Ongoing				- Parent voice feedback - AP data - Patrol Drop-ins	Staffing	£10,000
Further develop and maintain communication with parents by all teachers and tutors that is positive and built on improving student experiences and engagement	SHM HLB	Ongoing				- Performance management - SLT LM meetings with FLs - SLT LM meetings with HoHs - Analysis of Arbor comms log	Staffing	£5,000
Monitor attendance of PP students weekly to ensure timely interventions; conduct P1 collection, home visits and attendance improvement strategy meetings	PAC AO HoHs	Ongoing				- Attendance data - Weekly attendance officer mtg - Attendance improvement plans - SLT LM notes	Vehicle	£5,000
Monitor that all students who are PP with SEND have access to support and intervention additional to and different from their peers, in line with their needs	HDA	Ongoing				- AP data - Attendance data - Behaviour data - Termly review meetings	Staffing	£0
Total								£87,434.00

Priority 3: Wider strategies including development of cultural capital

Success Criteria:

- PP students are confident, articulate and knowledgeable
- PP students participate in a range of extra-curricular activities designed to promote their "cultural capital"
- High percentage of PP students attend Summer School
- No PP students are NEET
- PP students develop a range of employability skills
- A strong community spirit is developed between the school and parents in ensuring PP students fulfil their potential and become happy, healthy and successful individuals

Action/task:	IC	Timescale	HT2	HT4	HT5	QA	Resource	Budget
Continue with TFTF (Think for the Future) mentoring to engage targeted PP students with developing their resilience and raising aspirations	SHM	Ongoing				▪ A2L analysis ▪ Behaviour data analysis ▪ AP data	SLA with TFTF	£5000
Expand activities available at Idle Valley to promote engagement and a more positive attitude to learning	ESW PAC	Ongoing				▪ IV QA ▪ AP data ▪ Weekly behaviour & A2L data	Staffing	£10,000
Ensure PP students with SEND are accessing trips, enrichment activities and bespoke pathways to widen their life experiences, appropriate to their needs	HDA	Ongoing				▪ QA tasks ▪ Student and parent voice ▪ QA of trip and activity lists ▪ SEND review	Resources	£500
Expand pupils' "Cultural Capital" and target lack of prior/wider knowledge e.g. new SoL for PSHCE curriculum, enrichment afternoon, trips linked to CIMs	ESW	Ongoing				▪ Patrol drop-ins ▪ Curriculum reviews ▪ Student voice feedback ▪ QA of faculty CIMS	Staffing	£2,500
Equip PP with SEND students with key transferable skills through for example unit awards, FLP, vocational opportunities.	HDA	Ongoing				▪ Qualifications achieved ▪ NEETs data	Staffing	£2,500
PP students are prioritised for careers events etc	MLD	Ongoing				▪ Analysis of careers data ▪ Analysis of careers experiences by student	Staffing and resources	£8200
Provide access and monitor uptake of an increasing range of subsidised/free trips and experiences e.g. music tuition, archery rush, boxing, cadets, extracurricular, scholars etc.	ESW	Ongoing				▪ Audit of attendance and take-up of activities ▪ Student voice feedback ▪ Form tutor feedback ▪ Increase in students accessing music tuition	Resources	£2,500
Support PP students on transition from Primary to Secondary e.g. Summer School, additional transition sessions etc	ESW	March 2024				▪ Attendance at Summer School ▪ Attendance at extended transition activities ▪ Student and parent voice	Staffing	£2,200
Support PP students on transition to Post -16 and Post-18 e.g. prioritised for careers interviews, encouragement to apply for grants/internships available to PP students	MLD	February 2024				▪ Analysis of destinations data ▪ Analysis of careers interviews ▪ Analysis of bursary funding	Staffing	£2,200
All PP students are interviewed by a core group of SLT for their Y9 Options appointments to ensure they have high aspirations and academic pathways	TKW	March 2024				▪ QA of interview notes ▪ Analysis of EBacc pathways	Staffing	£10,000
Total								£45,600.00