

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 | Essa Academy |
| Number of pupils in school | 1095 |
| Proportion (%) of pupil premium eligible pupils | 35.98% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | 31/12 /2022 |
| Date on which it will be reviewed | 1 st September 2023 |
| Statement authorised by | Martin Knowles |
| Pupil premium lead | Nabeella Ghuffar |
| Governor / Trustee lead | Nicolas Ford |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £404,385 |
| Recovery premium funding allocation this academic year | £113,712 |
| School – Led Tutoring | £68,364 |
| 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 | £586,911 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Essa Academy is to ensure all our students experience a holistic education with opportunities that transcend academia. We want them to leave our Academy having experienced a true holistic education through our Eight Wonders, where they understand how to be caring, healthy, aware of the world, numerically capable, literate, creative, ambitious, and digitally aware. Our disadvantaged students must be given the same opportunities as our non-disadvantaged students and ultimately, we aim to eliminate the attainment and progress gap.

We aim to achieve this through:

- Ensuring our disadvantaged students are in school, punctual and their behaviour and attitudes to learning are not compromised. Ensuring our students are safe and happy, with effective mental health systems and services offered to all who would benefit from it.
- Providing Quality First Teaching with the correct subject specialists delivering lessons. Gaps in their knowledge are identified and closed within the classroom or, where necessitated, through an intervention programme. Our disadvantaged students are prioritised in terms of reading, numeracy, and intervention across all subjects.
- Providing a rich extra-curricular provision that enables our students to flourish in life. The extensive curriculum gives all students opportunities to access a full education that goes beyond academia. Their learning is rich in cultural capital and British values that is taught through all faculties but also through dedicated PSHE and careers lessons. They are taught the value of health through dedicated cooking lessons and extensive sporting opportunities. Leadership is engrained through our dedicated leadership programmes embedded into the timetable from year 9 onwards, all fully funded by the Academy. Opportunities to experience music, theatre, visit universities, outdoor arenas are provided through our Essa Experience offering – giving our students an insight into an ambitious curriculum where ‘All will succeed’.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Reading Ages Average reading ages are lower for disadvantaged than non-disadvantaged students. |
| 2 | Literacy and Numeracy Levels CATS scores show a gap between disadvantaged and non-disadvantaged students. A significant number of disadvantaged EAL students also struggle to access the curriculum due to their low literacy levels and language barrier. |
| 3 | Social and emotional/well-being challenges. Our Aiding Minds survey shows that disadvantaged students suffer more with mental health and wellbeing than non-disadvantaged. |
| 4 | Attendance and punctuality challenges Attendance and punctuality of disadvantaged students is lower than non-disadvantaged students. |
| 5 | Progress and attainment Progress and attainment on average is lower for disadvantaged students. |
| 6 | Less authentic learning experiences Disadvantaged students have access to fewer authentic learning experiences outside of the classroom at home than advantaged students. |
| 7 | Behaviour More consequence points and isolation periods are recorded for disadvantaged students than non-disadvantaged students. |

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 |
|--|---|
| Reading ages for our most disadvantaged are improved | Reading intervention programme <ul style="list-style-type: none"> By 2023 less than 5% of disadvantaged students will have a reading age 3 years below their chronological age. Currently (17%). The reading age progress gap between disadvantaged and non-disadvantaged pupils will be insignificant - less than a 5% gap. |
| <p>Attainment among disadvantaged pupils across the curriculum at the end of KS4 is consistently above national average.</p> <p>There will be no significant difference in the progress of disadvantaged pupils and their non-disadvantaged peers.</p> | Quality First Teaching <ul style="list-style-type: none"> A redeveloped curriculum with quality resources and specialist teachers teaching all lessons Targeted Intervention <ul style="list-style-type: none"> A successful programme of In-school tutoring (teacher-led) including Session 6, Saturday School tutoring led by a combination of teachers and external tutors, and academic mentor intervention will lead to high quality targeted intervention. Outcomes: |

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| | <p>GCSE outcomes 2022/23 show that all pupils have made ‘good’ progress to attain their FFT20 target (as a minimum) in English and Maths, and across most Progress 8 subjects. Further work focussed on specific subjects has commenced.</p> <p>Outcomes in 2022/23 will also show:</p> <ul style="list-style-type: none"> • There is no significant difference across subjects in the progress of PP and non-PP pupils at KS4 – less than a 5% gap. • There is no significant difference across subjects in the progress of PP and non-PP pupils at KS3 – less than a 5% gap. |
| <p>Students complete the Essa Experience programme, complete leadership courses (Years 9-1) and experience a holistic education.</p> | <p>Essa Experience</p> <ul style="list-style-type: none"> • There will be a planned sequence of authentic experiences for all students, built into the curriculum. • All students will experience out-of-the-classroom learning which is high quality and focussed on cultural capital. • All students will visit at least one college and one university by 2023. • All disadvantaged students will ‘graduate’ in line with non-disadvantaged students and receive an education that is as balanced as those non disadvantaged students. |
| <p>Attendance, late arrivals, persistent absenteeism, rewards, and behaviour of our disadvantaged students is constantly assessed and kept in line with non-disadvantaged students.</p> | <ul style="list-style-type: none"> • Continued appointment of Attendance Officer, Pastoral Support Managers and other staff to ensure these key areas are assessed and improved. • ClassCharts is renewed to support with collation of data. • Attendance and punctuality for disadvantaged students is within 1% of our non-disadvantaged students and attendance exceeds national average. |
| <p>To achieve and sustain improved social and emotional wellbeing for all pupils in our school for our disadvantaged pupils.</p> | <p>Aiding Minds and Mental Health Counselling</p> <ul style="list-style-type: none"> • The Aiding Minds survey accurately identifies vulnerable students and those that would benefit from wave one, two or three assessment and support. Interventions are successfully applied and student self-evaluation records a positive impact from the wellbeing interventions. • Mental Health Counselling is offered to all students who require it, focussing in particular on disadvantaged students from the Aiding Minds survey. • Aiding Minds survey shows less than a 5% gap in results between disadvantaged and non-disadvantaged by 2023. |

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: £168,066.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Quality first teaching for all our students:</p> <p>The curriculum is challenging and knowledge rich. It embeds our vision for all our students to become well rounded individuals who are:</p> <ul style="list-style-type: none"> • Caring • Healthy • Aware of the world, • Creative • Ambitious • Literate • Numerical; and • Digitally aware <p>All students access PSHE, Careers and Food tech lessons. This supports future choices for our disadvantaged students.</p> | <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students” EEF.</p> <p>Approach breakdown:</p> <ul style="list-style-type: none"> • Extensive curriculum reviews with every Faculty Leader and VP • SLT literacy lead QAs implementation of the reading strategies and ensures DEAR time • Extensive QA timetable in place lead by faculties, SLT <p>External Research:</p> <ul style="list-style-type: none"> • Developing Great Teaching Full report pdf (tdtrust.org) • Guidance overview: Standard for teachers’ professional development - GOV.UK (www.gov.uk) • Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk) • Effective Professional Development EEF (educationendowmentfoundation.org.uk) | <p>1, 2, 5, 6, 7</p> |
| <p>CPD</p> <p>Provide whole school CPD on</p> <ul style="list-style-type: none"> • Assessment • Blended Learning and Literacy • Pedagogical choices • Attitudes to learning • Use of data to drive QFT | <p>External Evidence:</p> <ul style="list-style-type: none"> • Developing Great Teaching Full report pdf (tdtrust.org) • Guidance overview: Standard for teachers’ professional development - GOV.UK (www.gov.uk) • Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk) • Effective Professional Development EEF (educationendowmentfoundation.org.uk) <p>Supporting high quality teaching is pivotal</p> | <p>1, 2, 5, 6, 7</p> |

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| <p>Provide pathway CPD based on school priorities and individual staff development needs.</p> <p>Provide effective CPD for ECTs and ITTs through TeachFirst and in school training.</p> | <p>in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £215,385.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Library and Library Management</p> <p>Employ a full-time librarian to manage the running of the library plus:</p> <ul style="list-style-type: none"> • Provide reading books for all students • Provide a lunch time library club and afterschool clubs • Invite authors in to promote reading • Establish an EAL library with books provided in a variety of languages • Promote book fairs and purchase books for our disadvantaged students • Support within the English Faculty <p>Dedicated SLT literacy lead oversees literacy across the Academy. Every Faculty has a dedicated literacy lead who oversees the embedding of literacy within the curriculum.</p> | <p>Government published report on the impact of reading for pleasure on attainment. reading_for_pleasure.pdf (publishing.service.gov.uk)</p> <p>Libraries: A Plan for Improvement’ report (2010) National Literacy Trust’s ‘School Libraries: A Plan for Improvement’ report (2010)</p> <p>Reading Programmes for Secondary Students Evidence Review.pdf (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 5, 7</p> |
| <p>Targeted reading intervention:</p> <p>Targeted reading intervention for all students who have a reading age below their chronological age, prioritising disadvantaged students.</p> <p>After completing an NGRT test, students with low reading ages complete either Lexia or small group reading intervention. Some students complete one-to-one reading intervention. This takes place during form time or in lesson time, depending on the student.</p> | <p>External evidence:</p> <p>Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p> <p>Children offered Lexia made the equivalent of two additional months’ progress in reading, on average, compared to other children. This result has a high security rating. Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of three additional months’ progress.</p> | <p>1, 2, 5, 7</p> |

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| <p>This is overseen by our literacy lead and managed by our Accessibility Co-ordinator and Bridge Faculty.</p> | <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Provision of an EAL specialist team</p> <p>Ensure our EAL disadvantaged students access the full curriculum but are supported by a specialist team within and outside the classroom.</p> <p>Ensure EAL strategies are shared across the faculties through faculty CPD.</p> <p>Ensure the library contains books in their native language.</p> <p>Offer Saturday school to our EAL students with our EAL team</p> | <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk) 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.</p> | 1, 2, 5 |
| <p>Numeracy Intervention:</p> <p>Allocated SLT lead for whole school numeracy</p> <ul style="list-style-type: none"> • Introduce cross curricular numeracy into form time • All staff can access dedicated resources to support the delivery • Numeracy built into all curricula • Academic Mentor for Maths to provide one-to-one Numeracy Catch Up | <p>Catch Up Numeracy - EEF Within this trial, one-to-one support by TAs led to a significant gain in numeracy skills.</p> | 2, 5 |
| <p>Tutoring:</p> <p>Provide Saturday School, Session Six and In-School Tutoring led by teachers and external tutors.</p> <ul style="list-style-type: none"> • Before and after school programme in place for small group, targeted intervention • Saturday School for years 10 and 11 and all years for EAL | <p>One to one tuition EEF (educationendowmentfoundation.org.uk) Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF The</p> | 1, 2, 5, 7 |

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| <ul style="list-style-type: none"> • Lunchtime and afterschool clubs so students can access ICT, Art equipment • Holiday revision clubs • One to one tuition provided for LAC students | <p>average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk) 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.</p> | |
| <p>Provision of a new Blended Learning programme</p> <p>Establishment of Blended Learning as part of the daily routine</p> <p>Drive access through targeted form time enrolment where we take our disadvantaged students through Class Charts</p> <p>Provide afterschool blended learning clubs</p> <p>Provision of IT support for disadvantaged students with no access to technology at home.</p> <p>All climate data shared on a weekly basis in SLT</p> | <p>GCSEPod is an online revision package which provides students with short, manageable videos to support revision. The data it provides allows staff to monitor usage.</p> <p>Homework EEF (educationendowmentfoundation.org.uk) Homework has a positive impact on average (5+ months), particularly with secondary school pupils.</p> <p>ClassCharts - Homework provides a fantastic system allowing staff to set work, students to access work on any device and parents to monitor / keep track. It provides a public calendar and allows teachers to 'mark' it.</p> | 1, 2, 5, 6, 7 |
| <p>Music</p> <p>20-minute weekly peri music service sessions provided for disadvantaged students</p> <p>Provide lunch and afterschool music clubs.</p> | <p>Arts participation EEF (educationendowmentfoundation.org.uk) Overall, the average impact of arts participation on other areas of academic learning appears to be about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> | 3, 5, 6, 7 |

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

Budgeted cost: £141,672.60

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Attendance</p> <p>Ensure attendance of our disadvantaged students is in line with non-disadvantaged and above national average.</p> <p>Consider</p> <ul style="list-style-type: none"> - Number of persistent non attendees - Attendance % - Late arrivals <p>Provide an attendance officer and pastoral team to drive attendance.</p> <p>The team collect students or provide transport with a disadvantaged student priority, conduct follow up meetings with parents and ultimately issue court proceedings for persistent absentees to ensure attendance is maximised.</p> | <p>Improving School Attendance – DFE</p> <p>We are embedding the principles of good practice set out in DfE's Improving School Attendance above.</p> | <p>3, 4, 5, 7</p> |
| <p>Behaviour</p> <p>Ensure that the behaviour of our disadvantaged students is addressed:</p> <ul style="list-style-type: none"> - Monitor ClassCharts - Call home daily where issues arise - Analyse behaviour points - Analyse reward points - Analyse IE data - Hold additional parent evenings with SLT - Ensure assemblies are held to push behaviour expectations (led by SLT) <p>Provide Wellbeing Leads and Head of Year team (per year) to drive expectations and behaviour with a dedicated SLT lead.</p> <p>All climate data shared on a weekly basis in SLT</p> | <p>ClassCharts - Homework allows staff to monitor behaviour and share points with students and parents via the app. It produces fantastic reports to dig down into the data and intervene where necessary.</p> <p>Behaviour Interventions - EEF 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.</p> | <p>3, 4, 5, 7</p> |
| <p>Mental Health</p> <p>Ensure the mental health and welfare of our students is maintained:</p> <ul style="list-style-type: none"> • Provide bespoke counselling by a qualified CaMHs officer • Aiding minds survey completed to understand mental health need of all students • Strategies put in place to address priority students with one-one support provided | <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) 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.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) Universal social and emotional learning (SEL) interventions have</p> | <p>3, 4, 5, 7</p> |

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| | good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term. | |
| <p>Forest Schools/Nurture group</p> <p>Vulnerable students are given additional support and mentoring through the provision of our forest schools.</p> <p>Two dedicated staff members oversee forest schools and offer</p> <ul style="list-style-type: none"> • One to one support • Before and lunch time activities | <p>Outdoor Adventure Learning - EEF</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> | 3, 4, 5, 7 |
| <p>Provision of Extra Curricular activities for all students in years 9 – 11 through timetabled lesson per week</p> <p>Students select from:</p> <ul style="list-style-type: none"> • Cadets • Duke of Edinburgh • Sports Leaders • Young Leaders • Musical Theatre • Forest School | <p>Arts participation EEF (educationendowmentfoundation.org.uk) Overall, the average impact of arts participation on other areas of academic learning appears to be about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> | 3, 4, 5, 7 |
| <p>Essa Experience</p> <p>Establish the Essa Experience programme where all students across their 5year education access a range of experiences including:</p> <ul style="list-style-type: none"> - First Aid qualification - Work experience - University trips - Young Enterprise - Earth Day <p>Gives our disadvantaged students aspirational opportunities to visit Higher educational establishments, experience trips and complete activities that link to the curriculum and so enhance learning.</p> | <p>These opportunities 'broaden minds, enrich the community and advance civilisation' (Speilman).</p> <p>Good Career Guidance Education Gatsby Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk) Overall, the average impact of arts participation on other areas of academic learning appears to be about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning</p> | 3, 4, 5, 7 |

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| | <p>and increased well-being have also consistently been reported.</p> <p>Outdoor Adventure Learning - EEF Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Learning About Culture - EEF</p> | |
| <p>Careers programme</p> <p>Program timetabled with additional benefits for our disadvantaged students that include:</p> <ul style="list-style-type: none"> - University visit - College visit - Careers fair <p>Specific careers lessons are timetabled but careers interleaved through the curriculum</p> | <p>Good Career Guidance Education Gatsby Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> | 3, 4, 5, 7 |
| <p>Other</p> <p>Provision of computers, uniform, hardware (desks, beds), and food packages for individuals provided.</p> <p>Provision of uniform and other items to break barriers to learning</p> <p>Provision of a school trip to see a show in theatre for all those disadvantaged students in dance and drama (year 10 and 11).</p> | <p>Using Digital Technology to Improve Learning - EEF</p> <p>School uniform EEF (educationendowmentfoundation.org.uk) There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.</p> | 3, 4, 5, 7 |

Total budgeted cost: £525,124

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.

Our focus for our disadvantaged students has always been that they attend school, reach lessons on time where they are engaged through Quality First Teaching, behave, and are rewarded. They access a holistic education ensuring that the arts, computing, sport, leadership courses and all trips are accessed and paid for through pp funding. If academic support is necessary, this is put in place whether afterschool, using extracurricular clubs or through our Saturday school provision.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

All students have access to a counsellor, mentors, and a breadth of wellbeing leads. In 21/22 our data indicates:

- Attendance was within 2% of non-disadvantaged students. The difference in overall attendance between PP and Non-PP for last year was -1.38% . The impact of our Attendance Officer plus Wellbeing Leads and Heads of Year who consistently monitor and drive attendance has ensured the gap between PP and Non-PP is small and PP students are attending regularly and are punctual. Based on the attendance figures this year so far, the gap has already closed more and PP attendance this year in 94.52%
- Attainment 8 was within 5 points of non-disadvantaged and progress was positive in English, Maths and Open buckets
- Pupil Premium pupils performed better in the Basics 5+ and 4+ than in 2019.
- The Progress 8 score for PP Boys and PP Middle Ability has improved significantly from 2019.
- PP Middle Ability students out-performed Non-PP Middle Ability students in terms of Progress 8 and Attainment.
- PP High Ability students out-performed Non-PP High Ability students in terms of Progress 8 (however this was marginal and overall, still low)
- The Progress 8 score for PP students this year was below that of non-PP students and below the Progress 8 score for PP students in 2019:
- Low Ability PP students achieved approximately half a GCSE grade lower (0.37) than non-PP (0.83). This was consistent across all areas. In 2019, Low Ability PP ($+0.5$) was a strength and outperformed Non-PP (-0.11).
- High Ability PP students performed poorly in the Open Bucket (-1.15) this year compared to 2019, also compared to other subjects and Non-PP. They also performed poorly in Maths (High Ability PP -0.55) compared to Non-PP in Maths ($+0.23$)
- A low ($+0.10$) positive Progress 8 score for PP girls compared to non-PP girls ($+0.46$) and compared to PP boys ($+0.23$)
- Interventions put in place for underperforming key groups of PP from 2019 (e.g. boys) have worked to raise progress and attainment this year, however this has meant a dip in other groups in 2022 which had previously performed well in 2019 (e.g. girls and Low Ability). Overall PP progress has dipped and there is a gap (common in schools due to Covid) however this year's PP plan will reflect this to ensure PP funding is spent more specifically on students who need it in this area.
- From their NGRT starting points, students who received intervention improved their reading age on average 2.3 years (range from 0.5 years – 5.5 years)
- Based on the data, the average reading age for all cohorts has increased from 2021 – 23 by around 1.5 years or more. PP have seen the biggest increase. The gap between PP and Non-PP reading ages has reduced to around 0.5 years.
- 100% of PP students graduated from their Essa Experience programme last year which included taking part in the following experiences. Faculties also organised their own trips and events with a focus on PP students alongside this.

- All students need were identified and PP monies were used to break down the barriers to learning. This included providing computers, internet, food parcels and clothing.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and impact processes.

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 |
|-----------|----------|
| N/A | N/A |
| | |

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)

Planning, implementation, and impact

In reviewing our current pupil premium strategy, we evaluated the impact the of the strategies we placed in the previous year. We have also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. (DFE – Supporting the attainment of disadvantaged pupils)
We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. (UK Parliament – Covid 19 and the disadvantage gap)

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We are consistently evaluating the impact of our strategies to raise standards for our PP students. This will carry on for the duration of our three-year strategy and we will adjust our plan over time to secure better outcomes for our pupils.