

# Pupil premium strategy statement –Thamesmead School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
Number of pupils in school	1048
Proportion (%) of pupil premium eligible pupils	19.08%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Phil Reeves, Headteacher
Pupil premium lead	Andrew Grafton, Assistant Headteacher
Governor / Trustee lead	Fred Pogson, Personal Development, Behaviour & Welfare

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,535
Recovery premium funding allocation this academic year	£43,605
National Tutoring funding	£10,935
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£219,078</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 student excel. To ensure they are effective we will:

- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	PP students joining the school often have weak numeracy and literacy skills in comparison to all other students joining the school. In addition, a large proportion of students who are in receipt of PP also have special educational needs.
2	Due to a lack of success at Primary school, PP students display a higher incidence of lower confidence and self-esteem with regard to their school work in comparison to all other students. This can lead to behavioural and emotional issues.
3	Attendance rates for students eligible for PP were 83.5% for the 2022/2023 academic year compared to a school average of 89.7%. This gap was higher at KS4 when students were taking their GCSE qualifications and lower in KS3 year groups. The missed time in lessons and the broken sequences of learning have a significant impact on outcomes.
4	Lack of opportunity to engage with activities and experiences which will raise students' aspirations due to Family backgrounds – PP students in the school do not always receive the same level of support outside school (lack of routine, lack of assistance with homework, lack of academic encouragement) when compared to other students in the school.

## 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 to give equitable access to the curriculum.	Improved outcomes for disadvantaged students as an outcome of quality first teaching taking place across the school Interleaved skills test every lesson in Maths
In class and after school interventions in English and Maths.	Improved outcomes for disadvantaged students as an outcome of intervention work Students feel more confidence with their ability in Maths and English.

	1-1 tutoring program running after school in both English and Maths.
Literacy interventions across KS3 for low prior attaining disadvantaged students across all subjects.	<p>Progression in literacy levels shows advancement through reading bands.</p> <p>Increase in the number of books read (shown in reading diaries)</p> <p>Where students are identified as struggling with a concept on the Lexia platform class teacher to intervene with additional support.</p> <p>Lexia will be timetabled during English lessons and set as part of home learning.</p>
Numeracy interventions across KS3 for low prior attaining disadvantaged students.	<p>Students to show progression in outcomes compared to baseline assessments.</p> <p>Student data from Sparx will show that their 'speed' is improving with multiplication and division.</p> <p>Sparx will help inform teachers on content to be timetabled during Maths lessons and will be set as part of regular home learning.</p> <p>Engagement from PP students is at least as good as non PP students.</p>
Supporting with resources for wider curriculum involvement for disadvantaged students.	Increased participation from disadvantaged students in our wider curriculum offer
Supporting with the costs of uniform, learning resources and equipment where necessary.	Disadvantaged students being fully equipped and ready for learning within the school community and supported to fully participate in GCSE options subjects that require more resources such as food and nutrition.
Pastoral Managers to support heads of year with mentoring, well-being and behaviour interventions.	Staff to support heads of year in their roles including admin, communications, mentoring, well-being, mental health first aid and behaviour work.
Fund ELSA training for staff in the SEND department.	Staff in school trained as emotional literacy support assistants who can support and prepare pupil premium students to be ready and able to learn.

## 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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renew Lexia licenses for year 7 and 8 students to close gaps in literacy, grammar and comprehension.</p> <p>Renew Accelerated Reader licenses.</p> <p>Continue the development of disciplinary literacy in all curriculum areas with a strong focus on reading subject specific texts.</p> <p>Continue the development of pre-teaching key vocabulary to support the acquisition of background knowledge before content is covered in each curriculum areas schemes of work. Share best practice through the weekly blitz with staff</p>	<p>Supporting students to improve levels of literacy with a co-ordinated system that addresses students' needs in a dynamic and targeted approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Disciplinary literacy:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Pre-teaching and an emphasis on key vocabulary for teaching and learning across all subjects. This includes meaningful tasks which make student use and show understanding of key words and concepts before they meet them in the curriculum as well as using opportunities to make explicit the links with other words/language and the meaning of any prefixes or suffixes. In addition to this the big 5 reading strategies from the teaching and learning policy also support the literacy</p>	1, 2

	<p>development work for disadvantaged students.</p> <p><i>Hirsch, E.D. (2016). Why knowledge matters: rescuing our children from failed educational theories. Cambridge, Massachusetts: Harvard Education Press.</i></p>	
<p>Sparx accounts for all KS3/KS4 students set as part of home learning.</p> <p>Timetabled lesson content informed by Sparx data.</p> <p>Prizes and certificates for most XP points in Sparx winners.</p> <p>Baseline tests to be completed.</p> <p>Students to attend Numeracy Catch-ups/ drop ins.</p> <p>Updated results compared to baseline, completed at the end of every term.</p> <p>Maths class teachers to track their own classes. Parents are contacted if students are not engaging.</p>	<p>Supporting students to improve levels of numeracy with a co-ordinated system that addresses students' needs in a dynamic and targeted approach</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p> <p><a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teaching mathematics at Key Stage 3 - GOV.UK (www.gov.uk)</a></p>	1,2
<p>Funding, tracking and monitoring of disadvantaged students' involvement in wider curriculum activities.</p>	<p>Encouraging the uptake of wider curriculum opportunities by removing financial barriers for disadvantaged students. Tracked and monitored by SLT, Heads of year and pastoral managers to review participation and target involvement where it is too low.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-">https://educationendowmentfoundation.org.uk/support-</a></p>	4

	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">for-schools/school-improvement-planning/3-wider-strategies</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding an after-school online tuition program for KS3 and KS4 disadvantaged students.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://en.wikipedia.org/wiki/Bloom%27s_2_sigma_problem">https://en.wikipedia.org/wiki/Bloom%27s_2_sigma_problem</a> English and Maths targeted at KS4 for tutors to support disadvantaged students with 1-1 or small group tuition. To be tracked and monitored for impact.	1,2,4
Funding 1-1 tuition program for KS4 disadvantaged students across all subjects	In both core and optional GCSE subjects we can hire qualified teachers to run 1-1 tutoring sessions in blocks of 10 lessons to improve progress in these qualifications. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://en.wikipedia.org/wiki/Bloom%27s_2_sigma_problem">https://en.wikipedia.org/wiki/Bloom%27s_2_sigma_problem</a>	1,2,4
Quality first teaching to give equitable access to the curriculum: <ul style="list-style-type: none"> <li>Identify and share with staff the barriers to learning for each PP student</li> <li>Use first marking for pupil premium students work within each class.</li> <li>Highlight pupil premium students on seating plans for targeting hinge, comprehension and understanding questions.</li> </ul>	Improved outcomes for disadvantaged students as an outcome of quality first teaching taking place across the school <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1,2

<ul style="list-style-type: none"> <li>Complete skills tests every lesson in Maths classes</li> </ul>		
<p>In class interventions in English and Maths lessons:</p> <ul style="list-style-type: none"> <li>Baseline testing and tracking for interventions</li> <li>Funding additional teaching staff to create capacity for interventions</li> <li>Student voice surveys to monitor confidence levels</li> </ul>	<p>Improved outcomes for disadvantaged students as an outcome of intervention work</p> <p>Students feel more confidence with their ability in Maths and English.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2

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

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Heads of Year and the finance team to make decisions around the appropriate allocation of funds to support with the costs of uniform, learning resources and equipment where necessary.	<p>To give students equal access to education throughout the school we will help support pupil premium students with the cost of school equipment which can be a barrier to learning which we want to remove wherever possible.</p> <p>(Pages 21 and 49)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	1,2,3,4
Continue supporting the cost of Pastoral Managers to support Heads of Year in their roles. This includes mentoring, well-being, behaviour interventions, behaviour management, administration, communications, and ELSA work.	Supporting disadvantaged students by helping to facilitate assistants that are trained to support with student well-being, behavioural issues and mentoring will help deliver better social and emotional learning.	4



	<p>These interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>~ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>~ <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></p>	
<p>Inclusion support manager/deputy safeguarding lead and Home school link worker / young carer support to work with disadvantaged students and their families to maintain and improve attendance percentages.</p>	<p>Increasing attendance of disadvantaged students in line with non-disadvantaged students as well as increasing mental health and well-being for better resilience. We should see that disadvantaged students are able to close the gap in terms of attendance % to be the same as non-disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>~ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>~ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2,3

**Total budgeted cost:** £240,000

## Part B: Review of the previous academic year

### Evaluation

Aim	Target	Target date
Progress 8	<p>To equal the national average of non-disadvantaged students. (2018-19 DIS TMS - 0.31, Nat Non-DIS +0.13)</p> <p>Incrementally work towards this by aiming to close the gap 10% each year for the next 3 years. The current gap was last recorded with a difference of 0.45</p>	<p>P8 Gap Sept 2022: 0.41 P8 Gap Sept 2023: 0.36 P8 Gap Sept 2024: 0.32</p>
<p>The latest GCSE results analysis shows our disadvantaged students as having an overall P8 score of -0.26 which is a significant improvement compared to the P8 score for our disadvantaged students in 2022 which was -0.4.</p> <p>Furthermore the national P8 score for non-disadvantaged students is +0.13 which means the gap between our disadvantaged students and the national performance of non-disadvantaged students is 0.39. This is almost back in line with our targeted gap for this year which was 0.36 however this target was set before the impacts of the pandemic which disproportionately impacted on disadvantaged students. Given that the gap last year was 0.57 it is great to see we have made a big stride in the right direction on this measure.</p> <p>For context the national progress score for disadvantaged students used to be at -0.31 when this strategy was first written in Sept 2021 compared to -0.58 this year. It should also be noted that these figures will be updated in February when the DfE release their validated data.</p>		
Attainment 8	Achieve FFT20 predictions for attainment of disadvantaged students (2024 FFT20 predictions are DIS A8 4.5, Non-DIS 5.4)	September 2024
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores in line with FFT20 predictions (2024 FFT20 predictions are DIS 38%, Non-DIS 57%)	September 2024
Other	<p>Improve attendance to non-disadvantaged school average.</p> <p>The target is to improve disadvantaged students' attendance to within 1.5% of non-disadvantaged students</p>	September 2024
<p>The average attendance of disadvantaged students was 83.5% in 2022/23 whereas the school average was 89.7% over the same time period. This is a 6.2% gap which is much more the 1.5% targeted by 2024. Moreover, it is much worse with the older year groups. Year 11 disadvantaged students had an average attendance of 69% last year. It can't be</p>		

understated how much that is going to impact educational outcomes. There is much work to be done to raise attendance for the whole school and disadvantaged students and this is our number one priority for improvement this year.

1. Quality first teaching to give equitable access to the curriculum

Success criteria

- Improved outcomes for disadvantaged students as an outcome of quality first teaching taking place across the school
- Interleaved skills test every lesson in Maths

Overall outcomes were much improved for disadvantaged students this year. There is still a gap and we are slightly behind our original target but it is very close and we are heading in the right direction.

The interleaved skills tests in Maths have and continue to happen every lesson. Both students and staff benefit from this strategy. We are seeing improvements in Maths results and this is a contributing factor to that.

2. Literacy interventions across KS3 for low prior attaining disadvantaged students

Success criteria

- Progression in literacy levels shows advancement through reading bands where engagement was successful.
- Increase in the number of books read (shown in reading diaries)
- Where students are identified as struggling with a concept on the Lexia platform class teacher to intervene with additional support.
- Lexia will continue to be timetabled during English lessons and set as part of home learning.

## Accelerated Reader Programme

	Intake 2022 Oct 22 – June 23		Intake 2021 Oct 21 – Jun 23	
	Disadvantaged	Total in year group	Disadvantaged	Total in year group
<b>Band A *</b> (SS +110) Ave Improvement Ave Reading Age	6 Students +16½ months 14years 1months	56 Students +13 months 14years 6months	10 Students +29 months 15years 6months	68 Students +28 months 15years 2months
<b>Band B</b> (SS 100 -109) Ave Improvement Ave Reading Age	13 Students (Data available for 10) +13½ months 12years 5months	75 Students (Data available for 71) +11½ months 12years 4months	5 Students +27 months 14years 2months	45 Students +25 months 13years 11months

A Scaled Score of 100 represents the expected standard at the end of the Key Stage 2

<b>Band C</b> (SS 90 - 99) Ave Improvement Ave Reading Age	10 Students +7 months 10years 11months	44 Students (Data for 42) +7 months 11years 1month	13 Students +18 months 11years 10months	50 Students +22 months 12years 1month
<b>Band D</b> (SS below 90) Ave Improvement Ave Reading Age	6 Students +6 months 8years 7months	23 Students (Data available for 20) +5½ months 9years 6months	14 Students +16 months 10years 7months.	35 Students +17 months 10years 8months

We have used this data to target students requiring interventions.

Band C & D disadvantaged – effect of lack of access. Continue to receive support in school

\* There are 3 Band A students who have consistently scored top marks in Reading Age 16y6m, their data has not been included as it is not possible to measure gains.

The Band D data includes EAL students who joined during the period who have not had as long to make progress reducing the averages by a few months.

Accelerated reader and Lexia:

### Summary for Intake 2021

The data shows a sustained improvement in reading as a whole through Y7 and Y8. This, despite an alternative strategy being taken with Lexia being used in the fortnightly Library Lessons in the main. There were variations in the setting of Lexia as home learning across the classes.

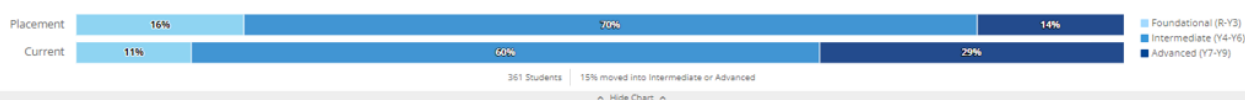
The band D students continue to have targeted intervention using the AR and Lexia information to bring small groups together with similar gaps in their literacy knowledge.

### Summary for Intake 2022

While the data shows an overall improvement, the students in bands C and D made smaller average gains. They also had a noticeably lower average reading age on joining Thamesmead than previous cohorts. A contributing factor to the smaller average improvement is likely to be the limited use of Lexia as this would have targeted the individual gaps in literacy knowledge.

## Student Skill Status in Word Study

As of Nov 23, 2023



Year ↑	Students ↓	Instructional Zone			Movement into Intermediate or Advanced ↓
		Foundational ↓	Intermediate ↓	Advanced ↓	
Year 7	197	Placement: 16% Current: 14%	66% 67%	18% 19%	2%
Year 8	163	Placement: 15% Current: 7%	76% 53%	9% 40%	32%

## Student Skill Status in Grammar

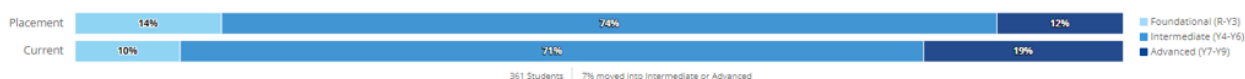
As of Nov 23, 2023



Year ↑	Students ↓	Instructional Zone			Movement into Intermediate or Advanced ↓
		Foundational ↓	Intermediate ↓	Advanced ↓	
Year 7	197	Placement: 14% Current: 14%	63% 61%	23% 25%	2%
Year 8	163	Placement: 20% Current: 17%	63% 55%	17% 28%	10%

## Student Skill Status in Comprehension

As of Nov 23, 2023



Year ↑	Students ↓	Instructional Zone			Movement into Intermediate or Advanced ↓
		Foundational ↓	Intermediate ↓	Advanced ↓	
Year 7	197	Placement: 16% Current: 14%	73% 74%	11% 12%	3%
Year 8	163	Placement: 12% Current: 5%	76% 68%	12% 27%	15%

The Accelerated Reader Program works by identifying a pupil's ZPD (Zone of Proximal Development, target reading range) and recommends a selection of books that will not only match their ability, but will also challenge them and develop their vocabulary.

- Students start by benchmarking their Reading Age using Star Reader, we compare this to the MidYIS scaled score vocabulary data and the KS2 data to ensure accuracy.

**Positives**

- Students who engage make measurable sustained gains.
- Combined with Lexia their understanding and writing across all subject shows improvement.
- We can use the program to identify those not making progress and investigate the underlying issues.

**Negatives**

- We cannot affect student's support at home.
- Students struggling with reading are more difficult to engage (they have often been put off by previous experience). The right range of books to choose from is essential here.
- Student with high absence or disengagement with school will fall behind their cohort as measured by the data.

### 3. Numeracy interventions across KS3 for low prior attaining disadvantaged students

#### Success Criteria

- Students to show progression in outcomes compared to baseline assessments.
- Student data from Sparx will show that their 'speed' is improving with multiplication and division.
- Sparx will be used to customise content and will be set as part of home learning.
- Engagement from PP students is at least as good as non PP students.

Sparx resources were accessed well and engagement from disadvantaged students was encouraging with prizes awarded for most XP points going to 2 disadvantaged students in year 7. The improvements in recall and speed of recall are evident. Catch up classes and a maths intervention program ran during most of the year.

#### 4. Supporting with resources for wider curriculum involvement for disadvantaged students

Disadvantaged students' participation in wider curriculum activities was proportionate to the numbers of disadvantaged students we have in the school and that was pleasing to see. We funded music lessons, a range of school trips (Thames Young Mariners, Bocketts Farm, Rock Climbing, Natural History Museum, Hampton Court, DofE equipment and Theatre tickets)

#### 5. Supporting with the costs of uniform, learning resources and equipment where necessary

We funded equipment for learning which was distributed by pastoral managers following tutor time equipment checks. School shoes, uniform and PE kit was also fully funded for a number of students who couldn't otherwise afford these items as well as many revision guides, Art supplies and Food and nutrition ingredients.

#### 6. Part fund Pastoral Managers to support Heads of Year with mentoring, well-being and behaviour interventions.

We continue to part fund the positions of 5 Pastoral Managers and train them to support disadvantaged students with mentoring, well-being and behaviour work. The emphasis being on keeping students in lessons wherever possible.

#### 7. Increasing attendance of disadvantaged students in line with non-disadvantaged students

The positions of inclusion support manager/deputy safeguarding lead and Home school link worker / young carer support are now in position and helping with attendance and harder to reach families in particular. The school is due to begin working with a new Senior Inclusion manager from the local authority but last year it was still the former EWO (Educational Welfare Officer) who was found to be unreliable at times and this limited how quickly they could work in some cases.

#### 8. Increasing resilience in disadvantaged students to improve mental health

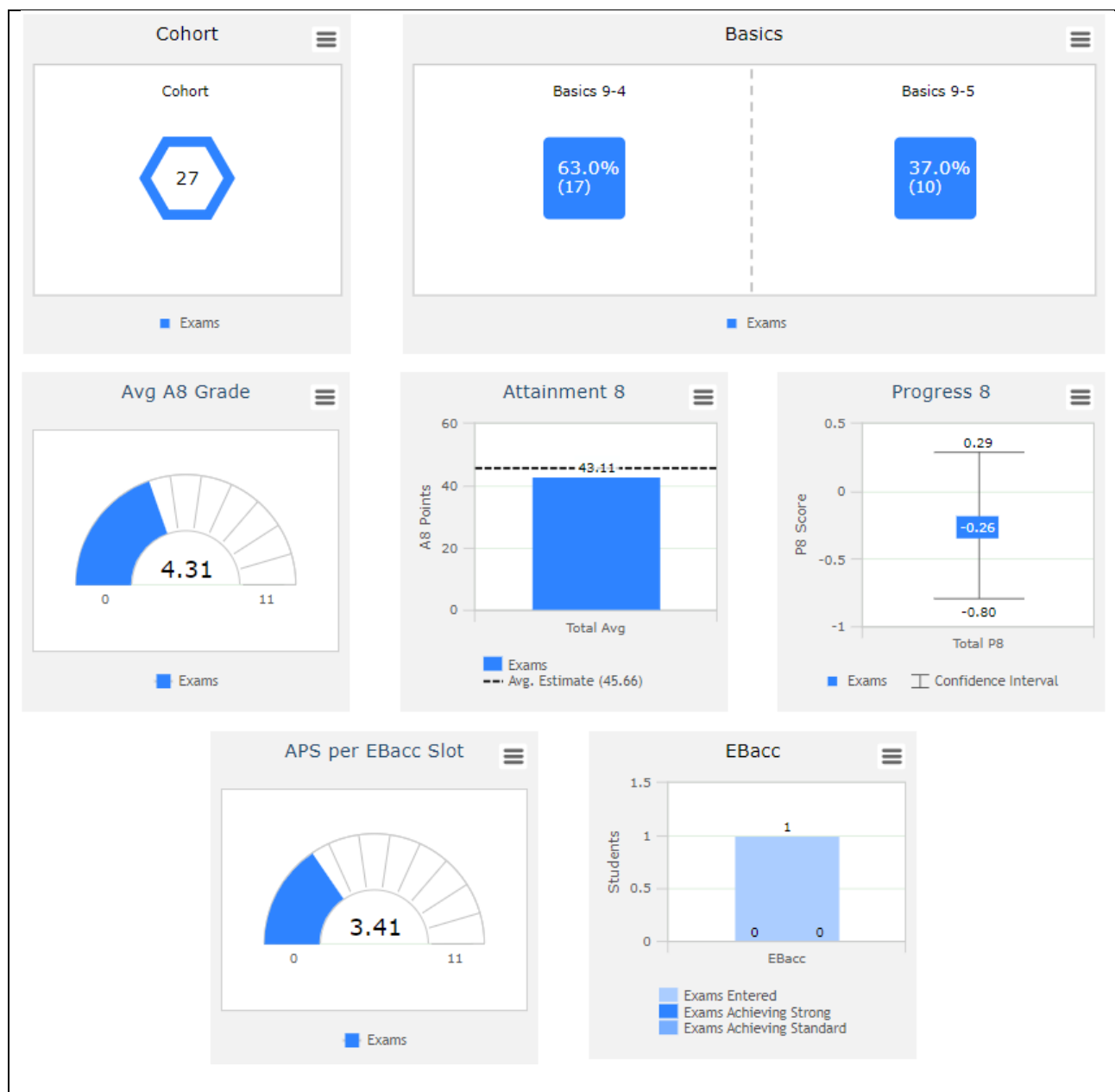
We have ELSA trained staff in school to help students with mental health issues

#### 9. 1-1 online tutoring and in class tutoring.

We successfully ran online tutoring through the MyTutor platform in both English and Maths with 8 students taking part on a weekly basis in each. Technical support and setup are the only issues that need to be worked on to get the most out of these sessions but this is running much better this year. 11 KS4 students also had 1-1 tutoring sessions in

person and on site in the following subject areas, Maths, English, Computer Science, Spanish and DT, most for 8 sessions that are an hour each but some completed 16. The baseline tests show excellent progression compared to the end of session assessments, typically in the region of a 30% improvement. Some students moved from the 20-30% range up to the 50-60% range whilst others went from roughly 50% up to 90%+.

## Outcomes for disadvantaged pupils





## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a