

## 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	John O' Gaunt
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17 <sup>th</sup> December 2021
Date in which it will be first reviewed	May 2022
Statement authorised by	Richard Hawthorne
Pupil premium lead	Corinne Walker / Rebecca Quigley
Governor / Trustee lead	Nicola Chester (Gov.)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,000
Recovery premium funding allocation this academic year	£ 16,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,000

## Part A: Pupil premium strategy plan

### Statement of intent

- We recognise that some of our students experience deprivation, which means that they are at risk of making slower progress than their peers. This has been true over the last few years in our school and indeed in most schools nationally. Students eligible for Free School Meals, those who have been in the past, those who are Looked After Children (CLA) or have been adopted, do not achieve as well as their peers. Children of service personnel are also entitled to some extra funding; at John O' Gaunt in the 2021-22 academic year, we have no student of service personnel. It is important to note that students who are eligible for the Pupil Premium (PP) funding are not necessarily low ability students, though at John O' Gaunt School, the majority of PP students have lower scale scores than their peers.
- All that we do with the funding aims to narrow and ultimately close the achievement gap.
- We also aim to enrich the educational experience of all our students, ensuring that those who come from deprived backgrounds do not miss out.
- Use of the funding is at the school discretion and is monitored scrupulously by the Head of School, BSM and Vice Principal.
- The funding supports our work for PP students in a systematic way, with careful prioritisation and due attention to students' specific and often individual needs.
- We actively identify all eligible students and staff know exactly who they are and what their needs are. We work closely with our primary feeder schools so that we are well-informed about our new Year 7 students, each year.
- Each member of staff is responsible for his / her group of PP students' progress; this is reflected in our appraisal objectives (Objective 1 is linked to student progress).
- We use all the data available to us to agree strategies and review their impact carefully.
- PP data is scrutinised three times a year, at whole school level, and more frequently at Faculty level. English and maths Faculty Leaders meet fortnightly with the Head and Vice Principal, in the run up to the examination period, to review Y11 progress. All staff have access to whole cohort and sub-group data, using SISRA and a flight path tracking spreadsheet.
- We keep abreast of any development linked to the Pupil Premium funding, including attending national and local conferences, as and when relevant.
- We are an inclusive school and at times, the provision on offer may benefit a wider group of students; it is important that support is fully integrated into the school's systems and may be accessed by a large number of students.
- We have made the decision to use some of the funding to recruit staff in posts that are crucial to the quality of teaching and learning, as well as the well-being and happiness of all our students and most specifically those of have the greatest needs.
- The Pupil Premium Lead is the Vice Principal; she manages the Pupil Premium Grant carefully and works closely with the Head of School and Business Manager to keep an eye on spending and its impact. For the academic year 2021-22, Rebecca Quigley has been seconded to the Senior Leadership Team with responsibility for leading the strategy's key initiatives.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p>Assessments, observations and discussion with KS3 students indicate that our disadvantaged pupils generally have low literacy, especially lower reading comprehension, than their peers. This impacts their progress in all subjects.</p> <p>On entry to Year 7 in 2021, the disadvantaged gap is noticeable:            Achieving CAT score of 100+ in English (Reading):            PP students: 56%            Non-PP: 80%</p>
2	<p>Assessments and data analysis indicate that our disadvantaged students have lower attainment than their peers in English and Maths.</p> <p>On entry to year 7 in 2021, the disadvantaged gap is noticeable:            Achieving CAT score of 100+ in English (Reading):            PP students: 56%            Non-PP: 80%            Achieving CAT score of 100+ in Maths:            PP students: 56%            Non-PP students: 74%</p> <p>In Year 8, we have a similar profile:            English:            PP students: 47%            Non- PP students: 72%            maths:            PP students: 27%            Non-PP students: 58%</p> <p>In 2020-2021, 55% of non-disadvantaged students achieved Grades 9-4 in English and Maths compared to 42% of disadvantaged students. Please note this is based on TAGs.</p>
3	<p>Our observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, low self-esteem and poor <b>mental health</b>. These challenges particularly affect</p>

	<p>disadvantaged pupils: it impacts their attainment in school and their <b>aspirations for the future.</b></p> <p>64 students (39 of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <p>In 2021, 91% of disadvantaged Year 11 students went on to further education in college or sixth form. But only 9% of disadvantaged students took an academic pathway and left John O’Gaunt to do A-Levels.</p>																								
4	<p>Our assessments, observations and discussions with students suggest that many of our disadvantaged students lack the <b>cultural capital</b> of their peers. The lack of enrichment opportunities and a broad curriculum implementation in recent years due to the pandemic has increased the cultural gap between disadvantaged and non-disadvantaged students in our school.</p> <p>This year, 8-20% (depending on activity) of disadvantaged students are participating in extra-curricular opportunities.</p>																								
5	<p>Our attendance data over the last year indicates that <b>attendance</b> among disadvantaged students has been lower than for non-disadvantaged students. We obviously faced additional difficulties with attendance in 2020-2021 due to Covid-19 and lockdown.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress.</p> <table border="1" data-bbox="432 1328 1425 2022"> <thead> <tr> <th data-bbox="432 1328 804 1615">Attendance data (2019-20)</th> <th data-bbox="804 1328 959 1615">Overall</th> <th data-bbox="959 1328 1203 1615">PP students</th> <th data-bbox="1203 1328 1425 1615">Non-PP students</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1615 804 1693">Year 7</td> <td data-bbox="804 1615 959 1693">95%</td> <td data-bbox="959 1615 1203 1693">91.1%</td> <td data-bbox="1203 1615 1425 1693">96.1%</td> </tr> <tr> <td data-bbox="432 1693 804 1771">Year 8</td> <td data-bbox="804 1693 959 1771">94.3%</td> <td data-bbox="959 1693 1203 1771">90.4%</td> <td data-bbox="1203 1693 1425 1771">96%</td> </tr> <tr> <td data-bbox="432 1771 804 1850">Year 9</td> <td data-bbox="804 1771 959 1850">93.1%</td> <td data-bbox="959 1771 1203 1850">87%</td> <td data-bbox="1203 1771 1425 1850">94.8%</td> </tr> <tr> <td data-bbox="432 1850 804 1928">Year 10</td> <td data-bbox="804 1850 959 1928">93.8%</td> <td data-bbox="959 1850 1203 1928">89.4%</td> <td data-bbox="1203 1850 1425 1928">93.8%</td> </tr> <tr> <td data-bbox="432 1928 804 2022">Year 11</td> <td data-bbox="804 1928 959 2022">92.9%</td> <td data-bbox="959 1928 1203 2022">87.2%</td> <td data-bbox="1203 1928 1425 2022">94.7%</td> </tr> </tbody> </table>	Attendance data (2019-20)	Overall	PP students	Non-PP students	Year 7	95%	91.1%	96.1%	Year 8	94.3%	90.4%	96%	Year 9	93.1%	87%	94.8%	Year 10	93.8%	89.4%	93.8%	Year 11	92.9%	87.2%	94.7%
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Year 7	95%	91.1%	96.1%																						
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Year 10	93.8%	89.4%	93.8%																						
Year 11	92.9%	87.2%	94.7%																						

	Attendance data (2020-21)	Overall	PP students	Non-PP students
	Year 7	91.9%	88.8%	93.89%
	Year 8	90.9%	86.36%	92.9%
	Year 9	91.8%	87.29%	94.26%
	Year 10	90.3%	85.09%	91.71%
	Year 11	89.6%	86.48%	91.61%
6	<p>Our data and observations show our disadvantaged students receive less parental support than their peers. A <b>lack of parental engagement</b> with school impacts students' attainment and contributes to challenge number 2 (detailing mental health concerns and low self-esteem). It is also impacting challenge number 3, as students whose parents do not engage in a regular dialogue with school often do not support or encourage their child to attend enriching extra-curricular opportunities.</p> <p>In the last 2 years, 44-63% of parents of disadvantaged students attended Parents' Evening compared to 67-78% of parents of non-disadvantaged students. Parents of PP students do not seem to respond well to online meetings and therefore attendance declined during the pandemic period.</p> <p>In December 2021, 23.5% of our disadvantaged students' parents have not activated their Class Charts parent account compared to 8.5% of non-disadvantaged students' parents.</p>			

## 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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on English and Maths. This will be driven by rigorous data analysis through our whole-school Standards Strategy.	By the end of our current plan in 2024/2025, 50% of disadvantaged students achieve a Grade 4 or above in <u>English and Maths</u> .

	<p>This is based on CATs scores, which indicate the following:</p> <p>24-25: 50 % are targeted to achieve grade 4 + in E&amp;M</p> <p>23-24: 64% are targeted to achieve grade 4+ in E&amp;M</p> <p>The current Year 8 group has a lower starting point than current Y9.</p>
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. This will have steadily increased year on year.</p> <p>The number of disadvantaged students needed emotional and social support from the Welfare Team is in line with non-disadvantaged students.</p> <p>100% of our disadvantaged students can access the support offered by the welfare team or MHST and Time2Talk.</p>
Improved aspirations for the future, including post-16 education.	<p>Year 11 disadvantaged students have high aspirations demonstrated by their post-16 plans for higher education.</p> <p>By the end of our current plan in 2024/2025, our Year 11 post-16 data will show: 0% NEET and 25% of disadvantaged student go on to study A Levels.</p>
Improved cultural capital amongst disadvantaged students.	<p>Teacher observations, discussions with students and assessments (where relevant) indicate that disadvantaged students have a</p>

	<p>cultural awareness that is in line with their peers.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Our new curriculum intent and implementation indicate that cultural capital is a key focus for all subjects at John O’Gaunt. High-quality resources and wave one teaching purposely enrich students’ knowledge of the world.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 for all students. Disadvantaged students will have an overall attendance percentage that is no more than 3% below that of non-disadvantaged students.</p>
<p>Improved parental engagement for disadvantaged students.</p>	<p>Sustained parental engagement from 2024-2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 80% of parents attending Parents’ Evenings, and the percentage of parents of disadvantaged students attending Parents’ Evenings being no lower than 70%.</li> <li>• Teachers’ voice survey indicates that parental engagement and support for disadvantaged students has improved.</li> <li>• 95% of disadvantaged parents have activated their Class Charts parent account to monitor their child’s behaviour for learning and homework.</li> </ul>

## 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Bedrock Vocabulary for Years 7 and 8.</p> <p>CPD on explicit teaching of vocabulary for tier 2 and 3 words.</p> <p>Word walls in all classroom support the live and frequent exposition to Tier 2 language.</p>	<p>Bedrock Vocabulary draws from extensive research that explores why we should all be teaching vocabulary and what best practice in this crucial area of pedagogy looks like.</p> <p>In the EEF’s 2018 report: Improving Literacy in Secondary Schools, recommendation 2 outlines the need for schools to provide targeted vocabulary instruction. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <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>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="word-gap.pdf">word-gap.pdf</a> (<a href="oup.com.cn">oup.com.cn</a>)</p> <p><i>Closing the Vocabulary Gap</i>, Alex Quigley</p> <p><i>Exploring the role of knowledge in the English Curriculum</i>, David Didau (Chapter 12: Into Action)</p>	<p>1, 2, 4</p>

<p>Curriculum amendments to include reading comprehension strategies: embedding VIPERS into our curriculum intents and implementation.</p>	<p>Reading comprehension strategies focus on the learners' understanding of a written text. Pupils learn a range of techniques (VIPERS) which enable them to comprehend the meaning of what they read across the curriculum.</p> <p>The EEF have found that reading comprehension strategies can have +6 months impact on pupils:  <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><i>Closing the Reading Gap</i>, Alex Quigley</p>	<p>1, 2</p>
<p>Curriculum amendments to include more modelling and shared writing strategies.</p>	<p>This approach is strongly recommended on the EEF website 'Metacognition and Self-Regulation':  <a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	<p>1, 2</p>
<p>KS3 curriculum intent and implementation changed in Maths to adopt a mastery approach</p>	<p>This is an evidence-based approach to teaching maths and helps pupils develop a deep, long-term and adaptable understanding of the subject:  <a href="https://nctm.org.uk/teaching-for-mastery/mastery-explained">Nctm.org.uk/teaching-for-mastery/mastery-explained</a></p>	<p>2</p>

	<p>These principles are reflected in the Government's recommendations for teaching mathematics at KS3: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033574/Mathematics_guidance_key_stage_3.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033574/Mathematics_guidance_key_stage_3.pdf</a></p>	
<p>Purchase of standardised diagnostic assessments for reading.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Termly assessments that reliably measure reading skills against the national average. These provide robust data as to where difficulties lie in order to further intervene. Disadvantaged students' data will be prioritised for analysis and further interventions.</p> <p><a href="https://www.gla-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/">https://www.gla-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/</a></p>	1, 2
<p>CPD provided for all staff on effective feedback, with an emphasis on providing additional feedback for disadvantaged students.</p>	<p>The EEF indicates that effective feedback has a high-impact on the learning outcomes of students:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 2
<p>Quality Assurance learning walks completed fortnightly by the Senior Leadership Team.</p>	<p>The EEF indicates that wave one teaching is where schools will make the greatest difference for disadvantaged students:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	1, 2, 4

	These QA drop ins are used to gather data on the implementation of our curriculum and they focus on the quality of education for all students.	
Planned high- quality SEND CPD and SENCO quality assurance learning walks.	SENDCO leads Quality First Teaching training to support students who are PP and also on our SEND register. At John O’Gaunt we have a high proportion of PP students with SEND. The Ofsted Annual Report in 2020-2021 stated: “Support for the most vulnerable children and those with SEND must rapidly return to pre-COVID levels”: <a href="https://www.gov.uk/government/news/ofsted-annual-report-we-must-do-all-we-can-to-make-sure-this-generation-is-not-denied-its-opportunities">https://www.gov.uk/government/news/ofsted-annual-report-we-must-do-all-we-can-to-make-sure-this-generation-is-not-denied-its-opportunities</a>	1, 2, 3, 4
Recruitment and retention of highly effective teaching staff.	We have made the decision to use some of the funding to recruit and retain staff in posts that are crucial to the quality of teaching and learning.  The EEF outlines that the most effective tool to support disadvantaged students is through the quality of education in the classroom: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic at KS3. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Use of Recovery Funding for in-school Maths tuition at KS4. Disadvantaged students will be prioritised here.</p>	<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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>In-class academic support provided for mid-attainers in English and Maths. Training will be provided for the members of the Welfare Team supporting in-class.</p> <p>Training will be provided on metacognition and self-regulation strategies to be used.</p> <p>To support this initiative, part of our pupil premium budget has been allocated to the recruitment and retention of highly effective support staff.</p>	<p>We are using members of the Welfare Team for our timetabled in-class core support: this will focus on individualised instructions and self-regulation skills in lessons.</p> <p>We are upskilling our maths and English TAs to support learning independently from class teachers. These recommendations are high of the EEF Teacher Toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1, 2, 3, 4
<p>Funding resources such as stationery, P.E kit, Food Tech ingredients, after school clubs, revision guides and workbooks.</p>	<p>Equipment required to participate in all lessons, enrichment opportunities and for GCSE students to be able to revise using high-quality resources.</p>	1, 2, 3, 5
<p>Teacher-led targeted academic interventions for KS4 students, prioritising disadvantaged students.</p>	<p>Revision sessions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The EEF says that this level of targeted tuition is best delivered in small groups (5 or below): <a href="https://educationendowmentfoundation.org.uk">Small group tuition  </a></p>	2, 3, 4

	<a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP postcards sent home fortnightly to increase praise and self-esteem of disadvantaged students.	The EEF recommends creating a positive dialogue about learning to improve the engagement of parents: <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>	3, 5, 6
Increase PP attendance at extra-curricular clubs	The EEF recommends students engage in creative activities and that this has a positive impact on attainment and engagement: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  The EEF also indicates that regular participation in sports and dance has important benefits in terms of health, wellbeing and physical development: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3, 4, 5
Introduce a structured programme of enrichment for disadvantaged students, with 3+ calendared events throughout each academic year.	The EEF recommends students engage in creative activities and that this has a positive impact on attainment and engagement: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  The EEF also indicates that regular participation in sports and dance has important benefits in terms of health, wellbeing and physical development: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3, 4, 5

	<a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">n.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
<p>Social and emotional intervention plans led by the Welfare Team and ELSA.</p> <p>To enable us to meet the social and emotional needs of our students, including those disadvantaged, we have made the decision to use some of the funding to recruit staff in posts that are crucial to students' well-being and happiness.</p>	<p>The EEF outlines the importance of Social and Emotional learning to improve pupils' 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://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3, 5
<p>Attendance Officer appointed and established.</p>	<p>The DoE recommends using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Our attendance office monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence, as recommended by the DoE.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5

**Total budgeted cost: £ 126,000**

## 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.

Please see separate impact report available on our website for 2020-2021.

### 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
Bedrock Vocabulary	Bedrock Learning
NGRT and NGST	GL Assessments
Maths Watch	Maths Watch

## Further information

This 3-year strategy ends when the current Year 8 reach Year 11. It is worth noting that this a year group with the lowest starting point when compared to all other year groups in our current cohort. It is also the group with the highest percentage of PP students, many of whom are FSM students.