

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	John O' Gaunt
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	17 th December 2021
Date in which it will be first reviewed	May 2022 Review below – Dec. 22 Review below – Sept 23
Statement authorised by	Richard Hawthorne
Pupil premium lead	Corinne Walker/ Frankie Keeley-Green
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
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	£ 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. For the academic year 2022-23, Frankie Keeley-Green has been seconded to SLT, to continue supporting the implementation of this plan.

Challenges

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%</p> <p>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%</p> <p>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 mental health. These challenges particularly affect disadvantaged pupils: it impacts their attainment in school and their aspirations for the future.</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 cultural capital 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 attendance 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 1104 1423 1794"> <thead> <tr> <th data-bbox="432 1104 804 1384">Attendance data (2019-20)</th> <th data-bbox="804 1104 959 1384">Overall</th> <th data-bbox="959 1104 1203 1384">PP students</th> <th data-bbox="1203 1104 1423 1384">Non-PP students</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1384 804 1464">Year 7</td> <td data-bbox="804 1384 959 1464">95%</td> <td data-bbox="959 1384 1203 1464">91.1%</td> <td data-bbox="1203 1384 1423 1464">96.1%</td> </tr> <tr> <td data-bbox="432 1464 804 1545">Year 8</td> <td data-bbox="804 1464 959 1545">94.3%</td> <td data-bbox="959 1464 1203 1545">90.4%</td> <td data-bbox="1203 1464 1423 1545">96%</td> </tr> <tr> <td data-bbox="432 1545 804 1626">Year 9</td> <td data-bbox="804 1545 959 1626">93.1%</td> <td data-bbox="959 1545 1203 1626">87%</td> <td data-bbox="1203 1545 1423 1626">94.8%</td> </tr> <tr> <td data-bbox="432 1626 804 1706">Year 10</td> <td data-bbox="804 1626 959 1706">93.8%</td> <td data-bbox="959 1626 1203 1706">89.4%</td> <td data-bbox="1203 1626 1423 1706">93.8%</td> </tr> <tr> <td data-bbox="432 1706 804 1787">Year 11</td> <td data-bbox="804 1706 959 1787">92.9%</td> <td data-bbox="959 1706 1203 1787">87.2%</td> <td data-bbox="1203 1706 1423 1787">94.7%</td> </tr> </tbody> </table> <table border="1" data-bbox="432 1892 1423 2022"> <thead> <tr> <th data-bbox="432 1892 719 2022">Attendance data (2020-21)</th> <th data-bbox="719 1892 959 2022">Overall</th> <th data-bbox="959 1892 1203 2022">PP students</th> <th data-bbox="1203 1892 1423 2022">Non-PP students</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1892 719 2022"></td> <td data-bbox="719 1892 959 2022"></td> <td data-bbox="959 1892 1203 2022"></td> <td data-bbox="1203 1892 1423 2022"></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%	Attendance data (2020-21)	Overall	PP students	Non-PP students				
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	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 lack of parental engagement 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

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.	<p>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> <p>This is based on CATs scores, which indicate the following:</p> <p>24-25: 50 % are targeted to achieve grade 4 + in E&M</p> <p>23-24: 64% are targeted to achieve grade 4+ in E&M</p>

	<p>The current Year 8 group has a lower starting point than current Y9.</p>
<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<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>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<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>
<p>Improved aspirations for the future, including post-16 education.</p>	<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>
<p>Improved cultural capital amongst disadvantaged students.</p>	<p>Teacher observations, discussions with students and assessments (where relevant) indicate that disadvantaged students have a 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"> • 80% of parents attending Parents' Evenings, and the percentage of parents of disadvantaged students attending Parents' Evenings being no lower than 70%. • Teachers' voice survey indicates that parental engagement and support for disadvantaged students has improved. • 95% of disadvantaged parents have activated their Class Charts parent account to monitor their child's behaviour for learning and homework.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><i>Closing the Reading Gap, Alex Quigley</i></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': https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</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: Ncetm.org.uk/teaching-for-mastery/mastery-explained</p> <p>These principles are reflected in the Government's recommendations for</p>	<p>2</p>

	teaching mathematics at KS3: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033574/Mathematics_guidance_key_stage_3.pdf	
<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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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. https://www.gla-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/</p>	1, 2
CPD provided for all staff on effective feedback, with an emphasis on providing additional feedback for disadvantaged students.	The EEF indicates that effective feedback has a high-impact on the learning outcomes of students: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2
Quality Assurance learning walks completed frequently by the Senior Leadership Team.	<p>The EEF indicates that wave one teaching is where schools will make the greatest difference for disadvantaged students: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>These QA drop ins are used to gather data on the implementation of</p>	1, 2, 4

	our curriculum and they focus on the quality of education for all students.	
Planned high- quality SEND CPD and SENCO quality assurance learning walks.	<p>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”:</p> <p>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</p>	1, 2, 3, 4
Recruitment and retention of highly effective teaching staff.	<p>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.</p> <p>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”</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	

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

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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>In-class academic support 2021-22 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 intuitive, 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 3, 4
<p>Funding resources such as stationery, P.E kit, Food Tech ingredients, after school clubs, revision guides and work-booklets.</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,</p>	<p>Revision sessions targeted at specific needs and knowledge gaps can be an effective method to</p>	2, 3, 4

prioritising disadvantaged students.	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): Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The EEF also indicates that regular participation in sports and dance has important benefits in terms of health, wellbeing and physical development: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4, 5

	<p>evidence/teaching-learning-toolkit/arts-participation</p> <p>The EEF also indicates that regular participation in sports and dance has important benefits in terms of health, wellbeing and physical development: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<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' wellbeing 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 5
<p>Attendance Officer 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. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5

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 **2021 to 2022** academic year.

During the academic year of 2021-2022 we increased our whole-school focus on Pupil Premium students. Several new initiatives were launched which impacted PP students and both catch-up and enrichment opportunities targeted Pupil Premium students first. Activities carried out which positively impacted on PP students this year are listed below:

- 3 whole-school CPD sessions focused on Pupil Premium. These sessions impacted students by improving teacher knowledge of key PP families and sharing practical classroom strategies for pupils. 95% of staff feedback on these CPD sessions was positive. All PP students were highlighted on Class Charts and learning walks / observations showed greater engagement and responses from PP students.
- Fortnightly postcards went home to parents celebrating the successes of our Pupil Premium students. 476 postcards went home praising PP students across Years 7-11, consequently relationships with families (especially at KS3) have been far more positive.
- Staff had a weekly PP spotlight focusing on Pupil Premium students, their data and their backgrounds to improve knowledge of students and teacher-student relationships. 54 students have featured during this year (45% of our Pupil Premium students).
- 100% of classrooms now have word-walls to explicitly teach and actively explore tier 2 vocabulary across the curriculum. This has impacted all PP students' vocabulary acquisition, as evidenced in formative assessments, especially at KS3. This is evidenced in the Bedrock Data below.
- Bedrock Vocabulary- 24% improvement on average for all students and 25% improvement for PP students (this means that all PP students made slightly more progress in their vocabulary acquisition than their non-PP peers). Bedrock have highlighted John O'Gaunt as a top performing school in regard to the progress students have made and student usage. Staff have noted that the quality of students' vocabulary has improved during this academic year in KS3, in particular (as shown through recall test improvement).
- We ran sessions using university interns which aimed to raise aspirations for careers in Science and Maths- these targeted PP students and allowed students to talk about career pathways they may not have considered before and boosted their confidence. As a result, the students involved feel better prepared for their

Year 11 Careers Interview. 18% of students have gone on to study A'Levels; an increase on the year before.

- Hampshire Book Awards- 2 PP students were targeted to take part in this small group enrichment opportunity. This included reading 8 short listed novels and meeting weekly to discuss with an English Teacher and Librarian. Students were then taken to the book awards to vote and discuss the books with selected students from Hampshire secondary schools. This significantly impacted the confidence of the two students, their reading skills and love of reading.
- Empathy Workshop- 31% of students were PP. This workshop was delivered by adults who had various SEND needs. As a result of this workshop, we saw a 38% reduction in targeted students using offensive language when talking to their peers.
- 63% of students who took part in the National Tutoring Programme for Maths were PP. The number of Year 7 students achieving 'exceeding progress' in Maths tripled from the November data drop to the June data drop. In Year 8, 60% of PP students were judged to be 'meeting progress' compared to 57% of non-PP students.
- 73% of students who took part in the National Tutoring Programme for English were PP. Student voice indicated that students found these sessions useful in cementing knowledge of tier 3 vocabulary, creative writing strategies and writing analytical paragraphs. At the end of the year, 0% of students were judged to be 'significantly below progress' in English.
- 100% of Year 11 PP students were given a revision stationery pack providing students with the tools to revise routinely at home and attend after-school revision sessions, consequently 15 students of the 17 (including the outliers with attendance issues), sat at least 5 GCSE exams. The overall P8 was confirmed at - 0.07, an improvement on the last three years, though there is still work to be done, to close the attainment gap.
- Increased attendance at sports clubs through 1:1 conversations and contacting parents- in July 2022, 26% (in comparison to 15% the year before) of students attending were PP. The P.E. team have noted increasing students' confidence, enjoyment and attainment in sport.
- Increased attendance at clubs in the library through 1:1 conversations and contacting parents- in July 2022, 25% of students attending were PP, increasing students' reading and oracy skills (compared to 9% the year before).
- 27 students completed the ELSA programme- 48% of these were PP students and this has supported students in regulating their own emotions whilst respecting the feelings of those around them. The ELSA programme has impacted PP students by reducing the number of negative sanctions received by some and supporting others to make the right choices and therefore receive more positive Class Chart points. Class Charts points went up 18% green for the PP cohort in comparison with last year.

- PP students targeted in a whole-school book-look and given detailed, personalised feedback across the curriculum. 14 specifically targeted PP students received additional feedback across all subjects and spoke 1:1 with our Assistant Head Teacher in charge of T&L about their next steps to progress across the curriculum. As a result, teachers noted that these students tried harder in lessons following their 1:1 feedback.
- 8 PP students were financially supported to attend trips to see Macbeth at The Globe Theatre and to the Imperial War Museum. This impacted students by bringing the curriculum to life for them and increasing their subject knowledge (of these 8 students, 3 students have made one grade progress, one student has made 2 grades progress and one student has made 3 grades progress this year in English).
- All PP students were supported financially if they requested support for a trip or an extra-curricular activity.
- Members of the welfare team supported PP students in class in English and Maths. 100% of staff and student voice highlighted this as being 'somewhat effective' or 'highly effective'. Staff and students commented on the impact this had on students' confidence in lessons and it increased the active participation of PP students in the classroom. This pilot strategy has been developed further with the recruitment of numeracy and literacy tutors, including a primary specialist, strengthening the in-class academic support we offer PP students. This is a key focus for 2022-23

The Year 11 Exam Data for 2022 shows that there is clearly more work to be done to support Pupil Premium students with their outcomes and help close the gap. It is fair to say that in the academic year of 2022-2023 our focus on improving the attainment among disadvantaged students across the curriculum at the end of KS4 needs to be more robust and targeted.

- Average attainment 8 grade for non-PP students= 4.55
- Average attainment 8 grade for PP students= 2.43

In KS3, the gap between the attainment of PP students and non-PP students has reduced in several core areas and this bodes well for the future:

Subject	Year	Progress	PP%	Non-PP %
English	7	Meeting Progress	53%	74%
English	8	Meeting Progress	46%	59%
Maths	7	Meeting Progress	35%	57%
Maths	8	Meeting Progress	60%	57%

Science	7	Meeting Progress	68%	72%
Science	8	Meeting Progress	78%	83%

In 2020-2021, the gap between the attendance of PP and non-PP students was 7%. Despite disruption and a forced school closure as a result of covid-19, we have reduced this in 2021-2022 by 1%, making the current attendance gap between PP and non-PP students 6%. Through our appointment of a full-time attendance officer during the year, the attendance of Pupil Premium students is now robustly monitored on a live spreadsheet. Our attendance officer has significantly reduced the number of PP students that arrive late to school (on average 15 students arrived late every day in Terms 1 and 2, this dropped to a maximum of 2 by Term 6).

All of the group described above is ongoing and a review of all strategies will take place again, during the new academic year.

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

During the academic year of 2022-2023 we continued our whole-school focus on Pupil Premium students. New initiatives were launched which impacted PP students and both catch-up and enrichment opportunities targeted Pupil Premium students first. Activities carried out which positively impacted on PP students this year are listed below:

- Fortnightly postcards went home to parents celebrating the successes of our Pupil Premium students. Consequently relationships with families (especially at KS3) have been far more positive.
- Staff had a fortnightly PP reminders focusing on Pupil Premium students, their data, backgrounds, and teacher-student relationships. Consequently, positive points for PP students on ClassCharts has increased by 32% from the previous year (for non-PP this was an increase of 17%). There has also been a decrease in negative behaviour points on ClassCharts for PP students by 1.8% when compared to the previous year.
- 100% of classrooms have word-walls to explicitly teach and actively explore tier 2 vocabulary across the curriculum. This has impacted all PP students' vocabulary acquisition, as evidenced through student voice. See the data below
- Bedrock Vocabulary- 67% of students surveys agreed that their spelling and vocabulary acquisition had improved in all subjects (not just English) as a result of using Bedrock Vocabulary. 40% of students would definitely recommend using Bedrock to future students with a further 46% would recommend some aspects of Bedrock.

- Hampshire Book Awards – 4 out of the 9 students that took part in this enrichment opportunity were PP. Up from 2 in the previous year. This included reading 8 short listed novels and meeting weekly to discuss with an English Teacher and Librarian. Students were then taken to the book awards to vote and discuss the books with selected students from Hampshire secondary schools. This significantly impacted the confidence of the two students, their reading skills and love of reading.
- Increased attendance at sports clubs through 1:1 conversations and contacting parents- in July 2023, approximately 22% of students attending were PP. Approximately 30% of students who represented the school at a fixture were PP. The P.E. team have noted increasing students' confidence, enjoyment and attainment in sport.
- Maintained higher attendance at clubs in the library (Book and Biscuit club, writing club and Eco club) through 1:1 conversations and contacting parents- in July 2023, 25% of students attending were PP, increasing students' reading and oracy skills (the same as the previous year).
- All PP students were supported financially if they requested support for a trip or an extra-curricular activity.
- Literacy and numeracy tutors supported PP students in English and Maths lessons. This included a primary specialist who supported in several KS3 lessons. This has strengthened the in-class support we offer PP students.
 - Student voice from the students was positive, they enjoyed working in small group settings.
 - Tutors have noticed a dramatic improvement in confidence in the students supported and 85% of students who were supported made significant progress between Autumn and Summer increasing their depth test scores by over 20%. This will continue into 2023-24.
 - Tutors and teachers also noticed an improvement in PP students' linguistic techniques, comprehension and retention of information.
- An informal breakfast club run by the welfare team provided PP students with food and drink to start their day if they had missed breakfast at home. One student commented that it helped them to start the day in a positive way and helped them focus more in lessons.
- In April 2023, 17 year 10 PP students took part in a pre-mock intervention programme with Maths, English and Science tutors. These were small group interventions based on skills required for the mocks.
 - In English Literature, 11 of the students improved their Working At grade, 4 of which increased by 1 whole grade or more.
 - For English Language, 7 students improved their WkAt grade, 3 of which increased by 1 whole grade or more.
 - In Maths, 11 students improved their WkAt grade, 8 of which increased by 1 whole grade or more.

- For science, 11 students improved their WkAt grade, 4 of which increased by 1 whole grade or more.
- This will continue to be looked into in the following year.

The Year 11 Exam Data for 2023 shows that there is clearly a lot more work to be done to support Pupil Premium students with their outcomes and help close the gap. It is fair to say that in the academic year of 2023-2024 our focus on improving the attainment among disadvantaged students across the curriculum at the end of KS4 needs to be more robust and targeted. This is being reprioritised and re-evaluated by senior leaders in September 2023.

- Average attainment 8 grade for non-PP students= 3.76
- Average attainment 8 grade for PP students= 1.88

In KS3, the gap between the attainment of PP students and non-PP students has reduced in several core areas and this bodes well for the future:

Subject	Year	Progress	PP%	Non-PP %
English	7	Meeting Progress	71%	72%
English	8	Meeting Progress	77%	88%
Maths	7	Meeting Progress	74%	78%
Maths	8	Meeting Progress	74%	80%
Science	7	Meeting Progress	86%	90%
Science	8	Meeting Progress	76%	96%

Through a full-time attendance officer, the attendance of Pupil Premium students is robustly monitored on a live spreadsheet. Our attendance officer has significantly reduced the number of PP students that arrive late to school across all year groups to below 1%. We also reduced the attendance gap between PP and non-PP students in year 7 to 5.6%.

All of the group described above is ongoing and a review of all strategies will take place again, during the new academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bedrock Vocabulary	Bedrock Learning
NGRT and NGST	GL Assessments
Maths Watch	Maths Watch
Studio online (MFL)	Pearson
Exampro (most subjects)	AQA