

# Newton Abbot College Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students. 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	Newton Abbot College
Number of students in school	1338
Proportion (%) of pupil premium eligible students	26%
Proportion (%) of free school meal eligible students	20%
Proportion (%) of student in care	1%
Academic year/years that our current pupil premium strategy plan covers	2022/23-2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Amy Grashoff <i>Headteacher</i>
Pupil premium lead	Jen Carr <i>Assistant Head teacher</i>
Governor / Trustee lead	Christine Candlish <i>Pupil premium Governor</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,218
Pupil premium + funding	£4,707
Recovery premium funding allocation this academic year	£70,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£429,925</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We place a strong emphasis on ensuring a high quality of education so that **every student** has equal access to the very best conditions in order to achieve and succeed. Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged students at our school that is comparable with that of non-disadvantaged students nationally.

During the three-year strategy we will focus on the key challenges that are preventing students from high attainment. The approach will be responsive to both common challenges and our students' individual needs, rather than assumptions about the impact of disadvantage.

Our objectives are to:

- prevent disadvantage impacting on learning and progress
- provide opportunities for students from disadvantaged backgrounds to have equitable access to college including access and encouragement to partake in a broad range of leadership and enrichment opportunities
- ensure students have a positive experience at Newton Abbot College through excellent relationships and a strong sense of belonging
- 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

Our pupil premium strategy is founded on the following principles and practices:

- A tiered approach to Pupil premium spending focused on improving teaching, targeted academic support, and wider strategies.
- Focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- At NAC we consider a broad array of external evidence to inform our decision making, to enhance the expert knowledge we have of the students in our care. The approaches we have adopted have been selected based on strong external evidence.

This pupil premium strategy is an integral part of existing college development planning. Our strategy is sustained over a three-year period, with ongoing monitoring and evaluation in an annual cycle. The pupil premium strategy at NAC is a carefully staged process built over time, rather than a one-off event. The strategy is aligned with other college improvement plans and existing practices to ensure a sustained impact.

## Challenges

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

Challenge number	Detail of challenge
1	There is a significant gap in progress 8 between disadvantaged and non-disadvantaged students with progress of disadvantaged students below that nationally for disadvantaged students.
2	Literacy - vocabulary deficit and reading. Our assessments and observations show that our Pupil premium students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum which has been further impacted by the pandemic.
3	Attendance and persistent absence: At present our attendance gap for our Pupil premium students is 5%. Many are at risk of falling into the 'persistent absenteeism' category (below 90%)
4	Lower cultural capital. Our discussions and observations have identified that some disadvantaged students lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date.

## 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. The outcomes are directly linked to the challenges.

Intended outcome	Success criteria
<p><i>High quality teaching and learning maximises the progress of Pupil Premium students through appropriate data driven instruction and ensuring 100% engagement in learning using the NAC framework and coaching.</i></p> <p><i>High quality interventions, 1-2-1 and small group tuition enable Disadvantaged Students to make good progress.</i></p> <p><i>Parents/carers of disadvantaged students are actively involved and engaged with their child's progress and learning.</i></p>	<ol style="list-style-type: none"> <li>1. <i>Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all students eligible for Pupil premium make positive progress.</i></li> <li>2. <i>The gap in progress 8 between Disadvantaged Students and Non-disadvantaged Students is narrowed.</i></li> <li>3. <i>Parent/carers of disadvantaged students' attendance at parents' evenings is in line with those of non-disadvantaged students</i></li> </ol>
<p><i>High quality literacy interventions enable Disadvantaged Students to make rapid progress in their reading and comprehension.</i></p>	<ol style="list-style-type: none"> <li>1. Reading ages of Disadvantaged Students to reach age related expectations.</li> <li>2. The reading age gap between disadvantaged and non-disadvantaged students is narrowed.</li> <li>3. Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas.</li> <li>4. Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</li> <li>5. All students will be able to access ideas and knowledge beyond their starting points</li> </ol>
<p><i>Attendance of all disadvantaged student groups improves both in terms of individual lessons and session attendances to schools.</i></p> <p><i>Increasing college capacity to support students with SEMH needs. Utilising external services.</i></p>	<ol style="list-style-type: none"> <li>1. <i>Attendance of all disadvantaged student groups improves and is in line with their non-disadvantaged peers.</i></li> <li>2. <i>To include monitoring of suspensions, both internal and external for disadvantaged students and time out of lessons spent in PLR.</i></li> <li>3. <i>Students eligible for Pupil premium will have the appropriate counselling they require to help support identified SEMH needs.</i></li> </ol>

<i>Disadvantaged students are proportionally represented on all school teams, productions, performances, trips and visits.</i>	<ol style="list-style-type: none"> <li>1. <i>Disadvantaged students receive 50% support to attend trips. Including access to sports events and other wider school events</i></li> <li>2. <i>Students eligible for Pupil premium in all years will have accessed the variety of clubs, teams, and trips at least in line with the percentage of Pupil premium students in NAC. Monitored through ClassCharts.</i></li> </ol>
<i>Students eligible for Pupil premium in all years will show an improved knowledge of future career pathways available to them</i>	<ol style="list-style-type: none"> <li>1. <i>All disadvantaged students will have received at least one IAG meeting by the end of year 11.</i></li> <li>2. <i>No Disadvantaged students are NEET at the end of year 11 and for the first two terms of year 12.</i></li> </ol>

## 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: £150,338.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NAC teaching framework strategies fully embedded in all lessons and teachers supported with high quality CPD and incremental coaching.</p> <p><i>In 2023/24 this will have a specific focus on those students who are DS and SEND</i></p>	<p>The large impact a good teacher can make on a student's academic outcome is now well established: "For poor students [disadvantaged students] the difference between an excellent and a bad teacher is a whole years learning". (Hanushek, 1992).</p> <p>The EEF Guide to the Pupil premium states in its 3<sup>rd</sup> key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium</a></p> <p>The work and research of Paul Bambrick-Santoyo (leverage leadership) and Doug Lemov (Teach Like a Champion) in USA schools shows a marked improvement in outcomes where these strategies have been integrated</p> <p>Disadvantaged students with SEND have the greatest need for excellent teaching. Specific approaches to support these students may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p>	1,2,3,4

	<p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support students with SEND</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Diagnostic testing used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons.</p> <p>Developing curriculum work around assessment to identify gaps in knowledge.</p> <p>Low stakes – Do now etc NGRT GL assessments CATS</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Student Progress   Education Endowment Foundation   EEF.</a></p> <p>The work and research of Paul Bambrick-Santoyo (leverage leadership, Driven by Data 2.0) and Sarah Donarski (The research Ed guide to assessment) shows a marked improvement in outcomes where these strategies have been integrated in the UK and USA</p>	1,4
<p><i>Literacy:</i></p> <p><i>Ensure that all staff are explicit teaching the tier 2 and 3 vocabulary in all lessons</i></p> <p><i>Ensure that all students have the opportunity to read authentic disciplinary texts across a range of subjects.</i></p> <p><i>6<sup>th</sup> form reading programme</i></p>	<p><a href="#">Reading comprehension strategies</a></p> <p><a href="#">Embedding Disciplinary Literacy Practices</a></p> <ol style="list-style-type: none"> <li><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></li> <li><i>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</i></li> <li><i>A wide range of strategies and approaches can be successful, but for many students they need to be taught explicitly and consistently.</i></li> <li><i>It is crucial to support students to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</i></li> </ol>	1,2,4
<p>Improving resilience: Explicitly teaching students how to plan, monitor and evaluate their learning. Teachers will use metacognitive questioning through use of the NAC framework.</p> <p>Students being taught how to use resources to revise by themselves.</p> <ul style="list-style-type: none"> <li>- Pre mortem for exams</li> </ul>	<ol style="list-style-type: none"> <li>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</li> <li>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</li> <li>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</li> </ol>	1,2,4

<ul style="list-style-type: none"> <li>- Managing exam nerves</li> <li>- Modelling how to tackle challenging work</li> <li>- Peer instruction and mentoring</li> </ul>	<p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>EEF guidance report – Metacognition and self-regulation</p> <p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>Harry Fletcher-Wood – Habits of Success: getting every student learning</p>	
<p>Reading programme to be introduced 2023/24 using the Literary Canon in tutor period to improve literacy and cultural capital</p>	<p>Reading Reconsidered – Doug Lemov et Al</p> <p>EEF Blog: Reading aloud with your class – what does the research say? (And accompanied references)</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say">https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Visit to Yate Academy where read aloud strategies at secondary were having positive impact on reading age and P8.</p>	2
<p>Ensure the Quality Assurance cycle includes the progress, opinions, and outcomes of disadvantaged students</p>	<p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>The EEF Guide to the Pupil premium states in its 3<sup>rd</sup> key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium</a></p>	1,2,3,4
<p>Attendance at pupil premium conference and support from Kingsbridge Research schools to ensure NAC thinking is relevant and our planned activities are related to current research to ensure that they have impact.</p>	<p>Staying abreast of current thinking and research only strengthens NAC’s ability to reflect on, monitor and evaluate its Pupil premium Strategy.</p> <p>The EEF holds the remit to provide research-based information on improving the outcomes for disadvantaged students. The role of the Research schools is to help schools enact the EEF findings.</p>	1-4

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

Budgeted cost: £131,426.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-led tutoring as 1-2-1 or small group where need is identified through progress checks, PEP or SEND review.</p>	<p>DFE: School-Led Tutoring guidance (Sept 2021)  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Phonics interventions for identified students to accelerate the progress of weaker readers.</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having potentially been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium</a></p>	<p>2</p>
<p>Disadvantaged students to have 360 reviews in place, regularly reviewed and shared with teachers.</p>	<p>The EEF Working with parents to support children’s learning guidance report in its summary of recommendations number 2-4 work well when directed through a single point of contact for the parent.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>SW learning context case studies: improving the performance of disadvantaged students (disadvantaged students SW sector ABC project. Case study: Glenmoor and Winton Academies, United Learning Trust.</p> <p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged students (Nat. PP conference 2020) stated that disadvantaged students need an advocate and discussed the need for strong parent/carer school relationships.</p>	<p>1,2,3,4</p>



	<p>'Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way.</p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>SW learning context case studies: improving the performance of disadvantaged students (disadvantaged students SW sector ABC project. Case study: Sommervale School Specialist Media Arts College, Midsomer Norton Schools Partnership.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £144,181.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing the 5 Foundations of Effective Attendance Practice framework.</p> <p>Excellent college attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.</p> <p>Connecting and belonging drives the college approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns.</p> <p>Built on clear policies, systems and processes. Ensuring continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.</p>	<p>Positive impacts were found for both parental communication approaches and targeted parental engagement interventions.</p> <p>The average impact was larger for targeted parental approaches.</p> <p>Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual students was also found to be effective.</p> <p>DFE: Working Together To Improve Attendance 2022.</p> <p><a href="#">Attendance Evidence</a></p>	1,2,3,4

<p>Training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.</p> <p>The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.</p>		
<p>Fully or partially subsidised peripatetic music Lessons for students of all years.</p>	<p>The EEF states that there is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for students from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught to boost academic progress for those eligible for the pupil premium.</p> <p><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></p>	4
<p>Wider Pastoral Support available to provide additional support for students struggling with SEMH utilising support available at NAC and utilising support from external agencies.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	4
<p>Careers Advisor and co-ordinator support to ensure all disadvantaged students make informed decisions on their post-16/14 options.</p>	<p>The CDI has many case studies demonstrating the link between high quality careers advice and successful post 16 transition for disadvantaged students</p> <p><a href="https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf">https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf</a></p> <p><a href="https://committees.parliament.uk/writtenevidence/5757/pdf/">https://committees.parliament.uk/writtenevidence/5757/pdf/</a></p>	4

	Sam Friedman/Daniel Laurison (The Class Ceiling) also cites lack of knowledge of careers and opportunities as a cause for low socioeconomic mobility	
FSM Breakfast Club (MKE)	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit students, by preparing children for learning or supporting behaviour and school attendance. It also provides our Year 11 with the opportunity to see their teachers before their exams and have a safe calm place to hydrate and fuel before their exams.</p> <p>Supporting resources: The EEF has independently evaluated the Magic Breakfast programme. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	1,3
3 Club providing access to food, access to technology and support with homework	<p><a href="#">EEF homework</a></p> <ol style="list-style-type: none"> <li>1. Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</li> <li>2. Some students may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for students).</li> </ol>	1,2

**Total budgeted cost: £ 425,945.46**

# 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 students in the 2021 to 2022 academic year.


The school strategies were partially implemented across all tiers. Results analysis indicates DS girls performed better in English than DS boys with DS boys performing better in Maths. An overhaul of attendance processes was undertaken with the employment of an attendance officer but absences and persistent absences in year 11 remained high and hard to regain. Gains were made with individual students but the average impact of other students' performance at GCSE significantly impacted overall outcomes. The early entry English literature exam was not counted in overall P8.

**Leavers 2022 - 48 PP students in year 11**

<u>AUTUMN 21 (15/10)</u>		<u>SUMMER 22</u>	
Attendance	PP students	Attendance	PP students
<90%	29	<90%	31
90-94%	6	90-94%	12
>95%	13	>95%	5

College - Average attendance of PP students (Summer 2022)	84.75%
College - Average attendance of Non PP students (Summer 2022)	91.54%
Percentage point in-college variance	6.79%



Disadvantaged

**Pupils**

48 Pupils (26 Boys, 22 Girls)

**Baccalaureate**

11 Pupils Entered - 22.92%

**18.75%** Standard Pass (9/48)

**10.42%** Strong Pass (5/48)

**English**

Entries	9 to 7	9 to 5	9 to 4
47	5	21	28
Pupils	97.92%	10.42%	43.75%
Entries	-	10.64%	44.68%

**Maths**

Entries	9 to 7	9 to 5	9 to 4
47	2	24	33
Pupils	97.92%	4.17%	50.00%
Entries	-	4.26%	51.06%

**Science**

Grade	Pupils	Entries
1 Science	47	97.92%
Grade 4+	28	58.33%
2 Sciences	46	95.83%
Grade 4+	26	54.17%
3 Sciences	11	22.92%
Grade 4+	5	10.42%
Bio/Chem/Phys	10	20.83%
Grade 4+	5	10.42%

**MFL**

Grade	Pupils	Entries
1 MFL Entry	16	33.33%
Grade 4+	13	27.08%
2 MFL Entries	0	0.00%
Grade 4+	0	0.00%

**English & Maths Threshold**

Maths Only	English Only
4+ 13%	4+ 8%
5+ 15%	5+ 2%
4- 42%	4- 29%
<4 29%	<4 14%

47 Pupils Entered - 97.92%

**Entries**

Grade	Count	Percentage
9 to 8 - inc A+'s	18	(4.53%)
9 to 7 - inc A*-A	39	(9.82%)
9 to 5 - inc A*-B	154	(38.79%)
9 to 5 - inc A*-C	161	(40.55%)
9 to 4 - inc A*-C	219	(55.16%)
<b>Total</b>	<b>397.00</b>	<b>Average 8.27</b>

**Progress 8**

AB Estimate vs AB Actual

Subject	AB	P8
English	8	-1.42
Maths	7.71	-1.08
EBacc	11.21	-1.17
Other	11.19	-1.37
<b>Overall</b>	<b>38.11</b>	<b>-1.26</b>

**Performance**

Category	Pupils	Percent
5 A* to C	27	56.25%
Inc EnMa (4+)	26	54.17%
Inc EnMa (5+)	17	35.42%
5 Grade 5+	17	35.42%
Inc EnMat	13	27.08%

**Baccalaureate Subjects**

Eng	Ma	Sci	Hums	Lang
47	47	44	39	16
98%	98%	92%	81%	33%
28	33	26	25	13
58%	69%	54%	52%	27%
21	24	14	18	12
44%	50%	29%	38%	25%

**Summary**

APS	Sci VA	Hums VA	Lang VA
3.32	-1.18	-0.8	-0.23

Targeted academic support strategies were not well attended by students and subsequently the approach to tutoring has been reviewed for 2022/23. The next step is to use the intervention at an early stage to ensure the gap between disadvantaged and non-disadvantaged students reduces and closes. The wider strategies for both well-being and behaviour have shown a holistic improvement in the support students have had. Attendance is still a challenge and the strategy amendments reflect this with an updated model to ensure we support students with regards to their attendance.

The teaching framework and incremental coaching roll out has been positively received by teaching staff. The staff body working with coaches to develop a range of strategies to support the individual learner. This has led to the continuation of the teaching approach of the strategy.

## 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
School Led Tuition	My tutor
Summer school	Regents Camps

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Dedicated member of staff supporting and monitoring students. Social opportunities for students to meet Mentoring termly but with open invitation to mentor at other times via email request.
What was the impact of that spending on service pupil premium eligible students?	Good attendance and positive outcomes for SPP students.

## Further information

### Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

Evidence has been drawn from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged students. Strategies have been selected based on this evidence to try to identify best bets based on this research with high quality teaching at the heart of the strategy.

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

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.