

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	The Westleigh School
Number of pupils in school	965
Proportion (%) of pupil premium eligible pupils	42.39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Carlton Bramwell
Pupil premium lead	Nichola Tomlinson
Governor / Trustee lead	John Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£458781
Recovery premium funding allocation this academic year School Led Tutoring	£135,482
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	£594263

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This pupil premium strategy works towards achieving those objectives by focussing on narrowing the gaps, including those because of Covid-19, in order to diminish the difference between our disadvantaged and non-disadvantaged students.

One of our main challenges is reading ability, and therefore one of the key principles of this strategy plan is to improve the reading habits and reading ages in all year groups. We have focussed heavily on this area and will ensure our disadvantaged students have access to the most appropriate reading material, participate in reading schemes and develop a love for reading in order to allow them to access all areas of their curriculum.

This plan also provides support for disadvantaged students who display problem behaviours to raise their aspirations and keep them in education. This also includes improving the attendance gap by exploring the barriers and enabling good attendance.

We also value the benefits of students experiences outside of the classroom and the provided curriculum and as such, this plan focuses on improving students' experiences by broadening their curriculum offer which develops students' character and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Current Reading Ages on entry to year 7 for PP students, in all year groups, are lower than their non-PP peers. This is a barrier which prevents progress and ability to access exam paper material thus leading to less secure outcomes at KS4. Culture of reading at home is not embedded
2	PP students make less progress than non-PP students and this will then have a negative impact on their performance overall .
3	Attitude to learning, resilience and engagement in class is lower with disadvantaged students which is linked to lower progress.
4	Attendance of disadvantaged students is historically lower than non-disadvantaged. Attendance rates for PP students was 90.8% at the end of 2018/19 and 91.64% at the point of lockdown for 2019/20, 86.74% in 2020/21 during a very disruptive year

(Covid-related lockdown), 86.68% in 2021/22 and 83% in 2022/23. This is below the target for all students of 91%. This reduces their school hours and causes them to fall behind on average. Some PP students showed persistent absence; this reduced their school hours and in-class assessments, support and pastoral work evidence shows that absenteeism, is having a negative impact on disadvantaged students' progress

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																																																																																										
<p>To diminish the difference between chronological age and reading age by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilising Accelerated Reader STAR reading assessments to identify strengths and weaknesses in reading by student/class/year. <input type="checkbox"/> Utilising Accelerated Reader quizzes (books and articles) to monitor and reward reading habits, comprehension skills and 'word counts'. <input type="checkbox"/> Utilising the AccessIt online library system to provide a variety of reading platforms, challenges, competitions with fiction/non-fiction texts. <input type="checkbox"/> Ensuring all KS3 students have an effective fortnightly library lesson and reading homework is set and followed up on. <input type="checkbox"/> Rewarding 3 students weekly per year group for reading engagement – measured by word count and quiz completion. <input type="checkbox"/> Targeting 'Reading Champions' for enrichment reading club. <input type="checkbox"/> Utilising Soundswrite (phonics) with catch-up groups to accelerate reading progress. <input type="checkbox"/> Monitoring paired reading intervention deployed at form time for KS3 students who make less than average progress in reading. <input type="checkbox"/> Monitoring Group and Guided intervention deployed during lesson time for those students who require urgent intervention with reading. <input type="checkbox"/> Using reading ages to effectively inform lesson planning across the school. <input type="checkbox"/> Using shared reading strategies to effectively support and stretch students in lessons across the curriculum – number 10 of whole-school T&L foci. <input type="checkbox"/> Ensuring all CPD (inset, literacy twilight, half-termly calendared optional sessions and form time modelling from English staff) up-skills teachers on increasing effective reading opportunities e.g. DARTS. 	<p><input type="checkbox"/> Reading growth in literacy improves based on 20/21 measures:</p> <table border="1" data-bbox="756 763 1160 1541"> <thead> <tr> <th>2022 COHORT</th> <th colspan="4">Outcomes 21/22</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Y7</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td>T2</td> <td>T3</td> </tr> <tr> <td>ALL</td> <td>10.2</td> <td>10.8</td> <td>10.10</td> </tr> <tr> <td>PP</td> <td>9.11</td> <td>10.4</td> <td>10.7</td> </tr> <tr> <td rowspan="4">Y8</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td>T2</td> <td>T3</td> </tr> <tr> <td>ALL</td> <td>10.11</td> <td>11.2</td> <td>11.4</td> </tr> <tr> <td>PP</td> <td>10.7</td> <td>10.9</td> <td>11.1</td> </tr> <tr> <td rowspan="4">Y9</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td>T2</td> <td>T3</td> </tr> <tr> <td>ALL</td> <td>11.5</td> <td>11.10</td> <td>12</td> </tr> <tr> <td>PP</td> <td>11.1</td> <td>11.6</td> <td>11.5</td> </tr> <tr> <td rowspan="4">Y10</td> <td colspan="4">READING AGES</td> </tr> <tr> <td></td> <td>T1</td> <td>T2</td> <td></td> </tr> <tr> <td>ALL</td> <td>11.8</td> <td>12.1</td> <td></td> </tr> <tr> <td>PP</td> <td>11</td> <td>11.5</td> <td></td> </tr> <tr> <td rowspan="4">Y11</td> <td colspan="4">READING AGES *From 1 NGRT paper test</td> </tr> <tr> <td></td> <td>T1</td> <td></td> <td></td> </tr> <tr> <td>ALL</td> <td>12.5</td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>11.9</td> <td></td> <td></td> </tr> </tbody> </table> <p>22/23 Expected Progress</p> <ul style="list-style-type: none"> - Target of +8 months in a 4 month period to accelerate learning and close the gap Vs. chronological age. 	2022 COHORT	Outcomes 21/22				Y7	READING AGES					T1	T2	T3	ALL	10.2	10.8	10.10	PP	9.11	10.4	10.7	Y8	READING AGES					T1	T2	T3	ALL	10.11	11.2	11.4	PP	10.7	10.9	11.1	Y9	READING AGES					T1	T2	T3	ALL	11.5	11.10	12	PP	11.1	11.6	11.5	Y10	READING AGES					T1	T2		ALL	11.8	12.1		PP	11	11.5		Y11	READING AGES *From 1 NGRT paper test					T1			ALL	12.5			PP	11.9		
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<ul style="list-style-type: none"> <input type="checkbox"/> Improving the culture of reading for pleasure through a calendar of enrichments and rewards. <input type="checkbox"/> Implementing an effective Choral reading programme at form time to increase effective reading opportunities for all pupils. <input type="checkbox"/> Implementing an effective 'Word of the Week' strategy to increase students' tier 2 vocabulary – taught in English lessons and form time. <input type="checkbox"/> Implementing the Frayer model to teach tier 3 vocabulary explicitly in lessons across the curriculum – number 9 of whole-school T&L foci. <p>Measured by:</p> <ol style="list-style-type: none"> 1. Quality assurance in line with school Fixed Line Management Agenda: Learning walks, work scrutiny and student voice rounds. 2. Star assessments calendared as follows: <table border="1" data-bbox="92 828 486 907"> <tr> <td>KS3</td> <td>Week 3, 15 & 25</td> </tr> <tr> <td>KS4</td> <td>Week 3 & 25</td> </tr> </table>	KS3	Week 3, 15 & 25	KS4	Week 3 & 25	
KS3	Week 3, 15 & 25				
KS4	Week 3 & 25				
<p>Diminish the difference between Year 11 PP students and their peers nationally</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data tracked and measured at each data collection throughout the year. Students not making expected progress will be identified and intervention, initially at subject level, will be put in place. <p>Measured by: internal data analysis, intervention impact evidence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improved P8 of PP students. <input type="checkbox"/> Improved A8 score of PP students. <input type="checkbox"/> Reduce the gap in outcomes for Year 11 PP student when compared to non PP students. 				
<p>Raise aspirations for students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify PP students who are disengaged/disaffected <input type="checkbox"/> Rewards system for PP students with raised ATL. <input type="checkbox"/> Interventions which will reduce the number of PP students who are excluded or placed into internal exclusion <p>Measured by: ATL data, rewards analysis, exclusion data, internal exclusion data, staff and student voice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Less PP students with an average ATL lower than 3. <input type="checkbox"/> Reduce behaviour logs for PP students. <input type="checkbox"/> The average ATL for PP students in each year group is 3+ <input type="checkbox"/> Student voice indicates intervention has improved their attitude to learning. <input type="checkbox"/> Staff voice indicates that PP students have increased aspirations over the programme. <input type="checkbox"/> Reduction in the number of exclusions for PP students across all year groups when compared to previous years. 				
<p>Improved attendance rates of PP students by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reducing the number persistent absentees among PP students <input type="checkbox"/> Improving the overall attendance among PP students to be at least in-line with non-PP students. <p>Measured by: Attendance data monitored half termly</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Diminish the difference of attendance rates of PP students to be more in line with non-PP students. <input type="checkbox"/> Improve PP attendance. <input type="checkbox"/> Reduce the number of PP students that are persistently and severely absent. 				

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: £196407

Activity	Evidence that supports this approach	Challenge number(s) addressed																				
Provide extra support in Maths, English and Science by reducing class sizes to ensure high attainment.	<p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits disadvantaged pupils. [Larger classes] would reduce the amount of attention [teachers] could give to individual pupils during lessons and that this could have a negative impact on their learning</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Reduction in class size allows the teacher greater proximity to the students and thus more opportunities for one-to-one and small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.</p>	1, 2, 3																				
<p>Establish LTPs that shows how the learning journey will be configured to address the knowledge gaps identified as part of term 3</p> <p>Consistent use of Quality First Teaching strategies, based on our T&L foci will provide students with the support they need to make progress. QFT will be evidence via lesson drop-ins, detailed work scrutiny targets</p> <p>T&L emphasis – honing into and sharing of best practice.</p>	<p>Students education has been disrupted since 23rd March 2020 until 1st September 2020 due to national lockdown. A further lockdown was enforced on 5th January 2021 to 8th March 2021. LTPs, catch up and mentoring plans will support the filling of gaps.</p> <p>Covid continues to cause disruption to education whereby online, remote learning may still be necessary for the continuation of education. Data collection for current Y11 shows PP students are behind in the majority of measures.</p> <p>Whilst the difference is diminishing and improved from the previous year, there is still a gap</p> <table border="1"> <thead> <tr> <th colspan="4">2021/22</th> </tr> <tr> <th></th> <th>PP</th> <th>nonPP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>% 9 – 5 EM</td> <td>28.4%</td> <td>46.8%</td> <td>-18.4%</td> </tr> <tr> <td>P8</td> <td>N/A (TAGs)</td> <td>N/A (TAGs)</td> <td>-</td> </tr> <tr> <td>A8</td> <td>37.91</td> <td>47.68</td> <td>-9.77</td> </tr> </tbody> </table>	2021/22					PP	nonPP	Difference	% 9 – 5 EM	28.4%	46.8%	-18.4%	P8	N/A (TAGs)	N/A (TAGs)	-	A8	37.91	47.68	-9.77	1, 2, 3
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Target and support greater attendance at parents evenings	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 3, 4																				

<p>Utilising Accelerated Reader STAR reading assessments to identify strengths and weaknesses in reading by student/class/year group.</p> <p>Utilising Accelerated Reader quizzes (books and articles) to monitor and reward reading habits, comprehension skills and 'word counts'.</p> <p>Utilising Accelerated Reader recommendations postSTAR test to ensure all students loan a book within their ZPD (Zone of Proximal Development).</p>	<p>Accelerated Reader has had a positive impact on PP students' reading habits and ages over time at Westleigh. Utilising online reading tests for all year groups allows for effective trends, comparison and targeted intervention.</p> <p>Westleigh students and parents think positively of the Accelerated Reader online articles and book quizzes that inform rewards (KS3 student voice March 2021). KS4 students prefer the electronic reading tests opposed to paper tests used previously (KS4 student voice 2021).</p>	1
<p>Continue to replenish the library</p> <p>A variety of fiction/non-fiction.</p> <p>Group & Guided 'Rollercoaster' short reads for intervention groups.</p>	<p>Staff and student voice reflects that the library requires up the most up to date texts for PP students to engage in reading for pleasure.</p> <p>Reading age has a considerable impact on the ability for a student to access examination material at the end of key stage 4.</p> <p>EEF evidence shows that paired/shared reading alongside comprehension strategies are effective way to improve attainment.</p> <p>(EEF, 2019)</p>	1
<p>Use 'Just Write – Let them Loose' creative writing books fortnightly in Y7 English (mastery writing) lessons.</p>	<p>Y7 PP students expressed a desire for more creative writing opportunities as part of their English Mastery curriculum.</p> <p>Regular extended, original pieces will ensure increased stamina in writing across Y7.</p>	1

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

Budgeted cost: £15258

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Design and deliver a comprehensive programme of careers guidance and support using the Gatsby benchmarks</p> <p>Provide enhanced 1:1 careers guidance with a trained careers advisor</p> <p>Plan for college experiences with a wide range of pathways.</p> <p>Focus experiences at those most disadvantaged to raise aspirations and engagement</p>	<p>EEF toolkit shows that opportunities to engage in enrichment activities can be effective in improving attainment</p> <p>Some of our students don't have access to a variety of enrichment opportunities and cultural experiences; this can limit their aspirations post 16.</p> <p>Education, Employment and Training data evidences:</p> <table border="1" data-bbox="528 398 1013 622"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>93.9%</td> <td>95.7%</td> </tr> <tr> <td>2017</td> <td>96.6%</td> <td>96.4%</td> </tr> <tr> <td>2018</td> <td>95.1%</td> <td>95.4%</td> </tr> <tr> <td>2019</td> <td>97.2%</td> <td>95.7%</td> </tr> <tr> <td>2020</td> <td>97.5%</td> <td>96.7%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		School	LA	2016	93.9%	95.7%	2017	96.6%	96.4%	2018	95.1%	95.4%	2019	97.2%	95.7%	2020	97.5%	96.7%				<p>1, 2, 3, 4</p> <p>6000 4362</p>
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<p>Provide 1 years musical instrument tuition to disadvantaged students who have opted for Music</p>	<p>Some of our students are not in a position to fund musical instrument tuition that will have an impact on their ability to secure higher grades at key stage 4 music.</p>	<p>1, 2, 3, 4</p> <p>4896</p>																					
<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.</p> <p>Tutoring to be provided to students are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In-school catch-up tutoring for numeracy and literacy across the core subjects in Y7-10 <input type="checkbox"/> Tutoring targeted after school online/face to face to address gaps in learning (blended approach) for KS3/KS4. <input type="checkbox"/> Holiday intervention programme. 	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>																					
<p>Intervention through curriculum areas to take place during school holidays.</p>																							
<p>Literacy intervention, attendance and behaviour strategies implemented through the SEND team.</p>	<p>The EEF identifies that teaching assistant interventions help low attaining pupils overcome barriers to learning, reducing the gap between their peers. Impact shows that when TAs deliver targeted intervention, this has a much greater effect on progress compared to everyday classroom environments.</p>	<p>1, 2, 4</p>																					

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

Budgeted cost: £201716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intensive pastoral and behaviour support for high profile PP students which includes support from the inclusion centre, safeguarding teams, Orchard and Alternative Provision. This includes:</p> <ol style="list-style-type: none"> 1. Pastoral support staff allocated caseloads to meet the specific individual needs of students 2. Use pastoral staff to engage with parents before intervention begins. 3. Academic support via bespoke curriculum delivered through the Orchard centre with the main aims of preventing P/E, improving attendance and engagement, reducing barriers to learning, reducing FTEs & IE and improving ATLs and reducing risk of NEET 4. HLTA to provide bespoke 1 to 1 and small group intervention packages focussing on learning support and behaviour management specific to PP students who are also SEND 5. Provide external alternative provision for PP students 6. Team around the child approaches to intervention 7. Sharper reintegration following exclusion <p>Improved rewards system providing increased opportunities for more regular and wider variety of awards for PP students – linked to values, ATLs and attendance</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p> <p>The NFER also states that focussing on behaviour (as well as attendance and QFT) contributes to improvement</p> <p>The gap between PP and nonPP students receiving a Fixed Term Exclusion remains</p> <p>ATL scores for PP students are broadly in line with non-PP however this continues to be a focus point to monitor</p> <p>The vast majority of Orchard students last year were PP students</p> <p>67.7% of SEND students are also PP students</p> <p>Safeguarding is our utmost priority and would always be given the attention required. Greater social/welfare issues arise with our PP students. The ratio of PP to nonPP students receiving safeguarding support remains at around 3:1</p>	<p>3</p>
<p>Track and monitor attendance weekly and implement bespoke support in a timely manner. This will include attendance clinics for families of PP students on a case-by case basis.</p>	<p>DfE research states that there is a clear link between poor attendance and lower academic achievement</p> <p>Advice from National Strategies says</p> <ul style="list-style-type: none"> <input type="checkbox"/> the link between attendance and achievement are strong 	<p>4</p>

<p>The attendance policy (post Covid) is relaunched and embedded consistently.</p> <p>Provide intervention and rewards to promote and encourage good attendance.</p> <p>Request AET support for ingrained poor attendance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years. <p>Focussing on attendance (as well as behaviour and QFT) contributes to improvement.</p> <p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Whilst the gap is narrowing and attendance has improved, the attendance of PP students is still lower than nonPP.</p>	
<p>Deliver a programme of extra-curricular activities ranging from, but not limited to, sporting activities, IT Clubs, drama clubs, homework support, reading initiatives and games clubs</p>	<p>Improving attitudes and aspirations cause higher levels of attainment</p> <p>Providing structure to unstructured times reduces poor behaviour and attitude.</p> <p>EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour</p>	2, 3, 4
<p>Deliver a programme of enrichment experiences. All students experience at least 5 additional experiences from the Westleigh Curriculum Pledge, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a careers event <input type="checkbox"/> Have an Arts experience <input type="checkbox"/> Support a school charity fund-raising event <input type="checkbox"/> Experience the natural world. <p>Enrichment Tracker in place</p>	<p>EEF research evidences that enriching education has intrinsic benefits. They state that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</p>	2, 3, 4
<p>Tailored parental engagement strategy which puts communication to disadvantaged families first, supports parents and guardian through key decisions in their child's education and provides opportunities for pastoral, extra-curricular and future planning with strong links to home.</p>	<p>Parental engagement has an impact on progress in school, particularly students with low prior attainment. Evidence shows that strong links to home promotes a stronger student-school relationship:</p> <p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p>	3, 4

Total budgeted cost: £ 491,727.50

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 2022 to 2023 academic year.

1. Review of expenditure

High quality teaching and learning will have the biggest impact on outcomes of all PP students. As part of the work in this three year strategy, 1 of the Teaching & Learning Foci is “The big 3 for PP”, where teachers use the 3 agreed pedagogical strategies of; Direct questioning of PP students every lesson, the use of low stakes quizzing and the use of modelling. There has been CPD for all staff around this teacher foci and it is measured through learning walks, book looks and work scrutiny to ensure that there is consistency in its application. Learning walks show that the PP strand of the T&L foci are mostly consistently used across the school.

The progress gap between disadvantaged students and non disadvantaged students reduced based on the 2023 outcomes. Our gap between disadvantaged students and their peers has closed from 0.47 to 0.297. The gap between all P8 measures reduced with; English from 0.286 to 0.249, Maths from 0.548 to 0.242, EBacc from 0.503 to 0.29 and Open from 0.461 to 0.297. This year 33% of the students that left with a positive P8 were PP students which has increased from 26% the year previous, showing the impact of the T&L Foci for PP. Disadvantaged students are also performing in individual subjects with 100% of disadvantaged students in Biology achieving a grade 4 or above. PP students outperformed non PP students in Engineering, French up to grade 7, and Hair and Beauty. French, Spanish, Sports studies and Imedia all having positive SPIs and 5 other subjects having an SPI greater than -0.50.

To support with academic progress of PP students, all events in school such as parents evenings, parents had a personalised phone call invite to help overcome barriers to attendance. In addition any parents who could not attend then had a strategic phone call with HOY. Those PP students that attended parents evening and identified as underperforming early on had additional progress meetings with headteacher, executive headteacher or assistant headteacher attached to Y11.

In 2022-23 the attendance of PP students across the whole school was 83% compared with NPP students of 89.35% showing a gap of 6.35%. This gap is larger than the previous academic year, 2021-22 where the gap was 3.56%.

During the academic year 2022-23 an additional attendance measures were taken with the roll out of the attendance bus which focused on PP students by creating relationships with our most disadvantaged low attending students and help overcome barriers to school attendance. During summer of year 11 exams, our attendance officer picked up students for exams who otherwise may not have attended.