

Pupil Premium Strategy 2021-22

School Mission Statement

At Kinver we ensure that all students develop into well-rounded confident, independent, resilient and high achieving outward thinking individuals, who are proud of their school, its values and reputation. Students are equipped with the knowledge, skills, characteristics and learning behaviours to enable them to set aspirational and challenging goals. Students feel safe, supported, respected and recognised; becoming happy, successful young citizens who contribute to their communities, seek out opportunities and continue to always aim, to be the best that they can be.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Kinver High School – Invictus Education Trust	
Number of pupils in school	584
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	N Clifton
Pupil premium lead	N Clifton
Governor / Trustee lead	G Mander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,805
Recovery premium funding allocation this academic year	£10,295
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	£78,100

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 all areas of the curriculum. We want all of our students to be ambitious in their choices and goals, and we believe in encouraging them to select the most ambitious and appropriately challenging pathway.

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

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

Our strategy is also integral to wider school plans for education recovery. We intend to support students whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Overarching Aims

A	To ensure that all disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.
B	To ensure that all disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them.
C	To ensure that disadvantaged students are ambitious and have high aspirations for themselves and their futures.

Challenges

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

Challenge number	Detail of challenge
1	The school does not operate a traditional catchment area, but instead has a wide intake that spans five Local Authorities with an above average number of feeder schools (45 2021) that includes areas of social and economic deprivation.
2	The school location deprivation indicator is quintile 1 however due to our large catchment area, many of our families are on the threshold of social and economic deprivation.
3	Many students and families have low aspirations and ambition and place a low value on education.
4	Attendance rates of Pupil Premium students are lower than non-Pupil Premium students.
5	Pupil Premium students have a higher rate of Persistent Absence.
6	Attainment on entry is lower among Pupil Premium/ FSM students.
7	Pupil Premium students have lower levels of literacy and oracy, particularly in lower year groups.
8	Absence due to COVID-19 pandemic and a lack of engagement with online learning and blended learning packages by some disadvantaged students

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
Improve the learning, progress and attainment of disadvantaged students through high quality teaching and learning.	<ul style="list-style-type: none"> ➤ Effective Transition Programmes between Key Stages will ensure the sharing of information and strategies to support the most disadvantaged and vulnerable learners. The early identification of any knowledge gaps will be facilitated through effective partnerships with our feeder schools so that help and support can be continued or initiated; ensuring that students make a seamless transition and settle quickly. ➤ QA of lessons involving disadvantaged students will indicate a high standard of T&L, high expectations and engagement of students, well established routines and high-quality feedback as a result of positive relationships. ➤ The school's 'Basics' Attainment headline measures for disadvantaged students will be in line with all students nationally. ➤ Disadvantaged students will begin to achieve positive Progress 8 (P8) scores at least in line with all students nationally. ➤ Progress by disadvantaged students in English, Maths and Science will continue to improve ➤ Uptake of disadvantaged students taking EBacc and Triple Science will increase to yield results in line with similar schools.

<p>Effective use of data tracking and monitoring based on high quality assessments will more readily identify disadvantaged students for targeted support, guidance and intervention.</p>	<ul style="list-style-type: none"> ➤ Effective data analysis (involving a triangulation of both academic, attitudinal and attendance data) by key personnel (RAG Team, HoDs) based on high quality and accurate assessments will result in interventions being allocated to those disadvantaged students and underperforming students most at need. ➤ Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made. ➤ Attitudinal, behaviour and attendance data will be tracked to ensure that students are not missing high quality teaching and learning in lessons. ➤ Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimise the barrier presented by a lack of parental engagement.
<p>Improve attendance by disadvantaged students to be above national average.</p>	<ul style="list-style-type: none"> ➤ Effective actions as a result of robust tracking and monitoring of attendance data both daily and weekly will lead to incremental improvements with attendance data so that attendance by disadvantaged students continues to remain in line with national and rise above it in time. ➤ The school should continue to see a reduction in the percentage of disadvantaged students in Persistent Absence. ➤ The school should continue to see improved parental engagement by disadvantaged students as indicated by their improved attendance to parents' events evidenced in the parental engagement record and swifter intervention when a lack of attendance /engagement is more readily identified.
<p>Continue to ensure that all disadvantaged students have access and equity of opportunity to a wide range of extra-curricular activities that support and enrich their education.</p>	<ul style="list-style-type: none"> ➤ Through the effective and continued development of the school's wider enrichment programme (Extended School Day – P7, extra-curricular activities and Student Leadership programme) the school should continue to see an increase in the number of disadvantaged students who actively participate in wider school life. <ul style="list-style-type: none"> ○ By September 2022 all students should have taken part in at least 3 different enrichment activities. ○ By September 2023 85% of all students should hold at least 1 Student Leadership role ○ By September 2023 60% of all students including disadvantaged students should have represented the school. ○ Participation rates in school trips and visits by disadvantaged students should incrementally increase because of support and funding.
<p>Continue to ensure that all disadvantaged students have access to effective careers education and guidance so that they hold high ambitions of themselves and of others.</p>	<ul style="list-style-type: none"> ➤ Through an effective CEIAG programme, all disadvantaged students will have access to personalised and independent CEIAG. This should lead to improved ambitions and aspirations and an increase in students' self-esteem. <ul style="list-style-type: none"> ○ Students in Years 7-11 will have at least 1 careers and guidance interview and event annually. ○ Disadvantaged students in Year 9 and Year 10 will experience at least 2 careers and guidance meetings annually. This advice will be both independent external and internal. ○ Disadvantaged students in Year 11 and Year 13 will experience bespoke packages of career and education guidance and support, including independent external support ➤ The school should continue to see a reduction or zero number of NEETS (students not in education or training post 16).

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 (Quality of Teaching & Learning & Raising Attainment Strategies, Staffing)

Budgeted cost: £ 52,987.15

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A	Continue to ensure that our KS4 English curriculum is personalised to individual needs	EEF - small group / individualised tuition tuition +4	KS4 additional / smaller teaching groups	6
B	<ul style="list-style-type: none"> ➤ Year 10 and Year 11 additional teaching group in GCSE ➤ Literacy Supplementary programme in KS4 ➤ Small group and individual tuition 		£7,973– Year 11	7
			£7,973– Year 10	8
			Additional Core Intervention	
			£1,329 – Year 11	
A	Continue to ensure that our KS4 Maths & Science curriculum is personalised to individual needs	EEF - small group / individualised tuition tuition +4	KS4 additional / smaller teaching groups	6
B	<ul style="list-style-type: none"> ➤ Year 10 and 11 additional teaching group in GCSE Maths & Science ➤ Numeracy Supplementary programme in KS4 ➤ Small group and individual tuition 		£7,973– Year 11	7
			£7,973– Year 10	8
			Additional Core Intervention	
			£1,329 – Year 11	
A	Key Stage 3 Literacy	EEF - reading comprehension support + 6		6
	<ul style="list-style-type: none"> ➤ Implement use of GL assessments in Year 7 and Year 9 to help identify literacy gaps. ➤ Additional Literacy Intervention lesson in Year 7 and Year 8 for identified students (use of Lexia) 		GL Assessments £2258	7
			£1,329 - Additional Literacy KS3	8

	<ul style="list-style-type: none"> ➤ Ensure that the Accelerated Reading program continues to support additional literacy lessons and interventions. ➤ Implement a phonics programme to boost student literacy, spelling and reading abilities. <p>KS3 curriculum and Literacy focus managed by designated members of staff.</p>	<p>EEF - small group / individualised tuition tuition +4</p> <p>EEF - peer tutoring +5</p>	<p>£739– Head of KS3 English TLR</p> <p>TLR3 Literacy & Boys Champion £324</p>	
A	<p>Improve reading comprehension among disadvantaged pupils across KS3 and develop a love for reading</p>	<p>EEF - small group / individualised tuition tuition +4</p>	<p>NGRT Reading Tests: (Y9x2; Yr10x2;Yr11x1) - £2456</p>	
B	<ul style="list-style-type: none"> ➤ Continue to develop the use of the Accelerated Reading Programme and maintain its use in both Year 7 and Year 8 in response to COVID-19. 		<p>£4,426- additional English specialist teacher 0.6</p>	
C	<ul style="list-style-type: none"> ➤ Maintain and build on existing strategies that support and promote a love of reading and develop a 'language rich experience' for students: <ul style="list-style-type: none"> ○ Book in every bag policy Yr7-8 / Reading at the start on English lessons / Reading Rewards Programme / World Book Day / Buddy reading with Guinea Pigs - Registration ➤ Ensure that the Accelerated Reading program continues to support staff across subjects and that Yr7-8 reading ages are shared with all staff and improvement tracked. ➤ Implement NGRT reading assessments twice a year to better track and monitor reading skills in Year 9-11 and ensure that all staff have access to students reading ages, to better inform planning and support. <p>Maintain and further develop the Forensic Reading Program -Taught by specialist English teachers. The purpose of forensic reading is to make our students</p>	<p>EEF - reading comprehension support + 6</p> <p>EEF – Oral language interventions + 6</p>	<p>TLR3 Literacy & Boys Champion above</p> <p>Cost FR resources printing £1005</p> <p>Oracy training programme – JEL - NIL</p>	<p>6</p> <p>7</p> <p>8</p>

	<p>better readers, to develop their oracy skills and close the vocabulary gap between Pupil Premium and non-Pupil Premium students.</p> <ul style="list-style-type: none"> ➤ KS3 - additional 1hr per week. ➤ KS4 - Forensic Reading lessons incorporated into the 'Key Skills' curriculum. ➤ Oracy training for key staff 			
A	<p>Key Stage 3 Numeracy</p> <ul style="list-style-type: none"> ➤ Ensure that the curriculum continues to support additional Numeracy lessons and interventions. <p>Additional Numeracy Intervention lesson in Year 7 and Year 8 for identified students</p>	<p>EEF - small group / individualised tuition +4</p>	<p>£1,329 - Additional periods in KS3</p>	<p>6</p> <p>7</p> <p>8</p>
A	<p>Continue to ensure that all students are able to access support, help and learning package software to support their learning and progress</p>	<p>EEF - Homework +5</p>	<p>£1,298 Lexia</p>	<p>3</p>
B	<ul style="list-style-type: none"> ➤ Annual subscription to Lexia ➤ Annual subscription to Accelerated Reading ➤ Annual subscription to MFL(Pearson Active Learn and linguascope) and ICT resources to support student and parental access to homework 	<p>EEF - digital technology +4</p>	<p>£1,021 Pearson MFL</p> <p>£300 linguascope MFL</p> <p>Accelerated Reading Programme £3091</p> <p>£145 Teach ICT</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>
A	<p>Improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>			<p>6</p>
B	<ul style="list-style-type: none"> ➤ Develop whole school metacognition and self-regulatory programmes and strategies to support students to know how to learn ➤ Maintain and further develop: <ul style="list-style-type: none"> ○ Year 7 Skills Programme ○ KS4 Skills & Plan to Succeed Programme – that explicitly teaches students how to revise, learn and manage the process. 	<p>EEF – Metacognition & Self-regulation + 7</p>	<p>Printing & Resources £2000</p>	<p>7</p> <p>8</p>

	<ul style="list-style-type: none"> ➤ Implement whole school approach to teaching students to 'learn more and remember more' through our 4Rs for Retrieval Programme so that students to become more aware of learning processes so that they become better learner who are able to retrieve their own knowledge more readily 			
A	Maintain high quality personalised feedback and ensure that disadvantaged students receive individual and personalised feedback during GRIT tasks in addition to whole class feedback.	EEF – feedback +6	NIL	6
B	<ul style="list-style-type: none"> ➤ Teachers are to provide verbal feedback every other GRIT task as part of 'live feedback' 	EEF – individualised instruction + 4		7
				8

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

Budgeted cost: £25,123.

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A	Continue to maintain a programme of extended, out of hours learning in KS4 and KS5	EEF - small group tuition +4	£5680- Inclusion and Achievement Manager	
B	<ul style="list-style-type: none"> ➤ Registration Intervention Breakfast class 1hr per morning in English, Maths & Science ➤ Weekend Study Residential -50% off for PP students to attend Study Residential ➤ Series of holiday/Saturday/evening bespoke 'virtual' revision classes (Target 9/Target 5+/Target 4 sessions – KS3 Bespoke) ➤ School Led Tutoring sessions will support the most disadvantaged and vulnerable students impacted by COVID-19 	EEF - mastery learning+5	£3,987- Breakfast classes	3
		EEF – feedback +6	£4,500 - Weekend Study Residential	4
		EEF – individualised instruction + 4	£4,500 – Saturday / Virtual Revision / Catch -up Sessions	5
		EEF 1:1 tuition +5	£2,500 – School Led Tutoring school top up	6
				7
				8

A	<p>Ensure early identification of student concern groups and groups within groups through regular systematic tracking, monitoring and detailed analysis following Progress Reviews</p> <ul style="list-style-type: none"> ➤ Ensure that the outcomes of analysis and any current progress concerns are shared with Senior Leadership & Management Team and wider staff through Heads of School / Heads of Department/whole staff briefings etc ➤ Ensure that all Heads of School (HoS) and HoDs are systematically monitoring and challenging student underachievement through existing support programmes or new initiatives. ➤ RAG team meeting fortnightly 	<p>EEF – N/A</p> <p>Underachievement is challenged promptly and addressed by all key personnel</p>	<p>Inclusion and Achievement Manager (costed previously)</p>	<p>3 4 5 6 7 8</p>
A B C	<p>Boys Champion to develop and instigate programmes that combat anger and low self-esteem and improve literacy.</p> <ul style="list-style-type: none"> ➤ Deliver intervention programmes on reading, phonics, self-esteem, and aspirations aimed at boys who are identified as disaffected by staff and students themselves through a questionnaire or via RAG Team recommendation. ➤ Implement specific student mentor programme for key focus boys. ➤ External providers to deliver self-esteem related workshops to disaffected boys. <p>Bottom 20% of Y7 and Y8 boys in reading ages to be included as a priority in the existing Literacy, Phonics & Numeracy additional lessons.</p>	<p>EEF - reading comprehension support + 6</p> <p>EEF – individualised instruction + 4</p> <p>EEF-mentoring +2</p> <p>EEF – Phonics +5</p> <p>EEF – Social & Emotional Learning +4</p>	<p>TLR3 Literacy / Boys Champion above</p>	<p>3 4 5 6 7 8</p>
A	<p>Build on existing programme of Mentoring & Support</p> <p>Dependent on CV19:</p>	<p>EEF – mentoring +2 (our own impact reports show this to</p>		<p>3 4</p>

B	➤ Increase and widen Academic Peer Mentoring Scheme all years	be highly effective with suitable pairings and certain groups of students)		5
C	➤ Mentoring and Academic support offered by Inclusion and Achievement Manager Mentoring and Academic support offered by pastoral staff.	EEF – peer mentoring+5	£3956- 2 x Pastoral staff	6 7 8

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

Budgeted cost: £29,256.

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A B C	Continue to ensure that transition between primary to secondary school supports students to settle into their new learning environment quickly so that there is no dip in learning and any identified KS2 gaps are identified and addressed quickly. <ul style="list-style-type: none"> ➤ Maintain summer liaison and visit programme by transition lead to all primary schools to obtain background information ➤ Maintain SENCO liaison programme ➤ Work with Trust Transition Leader to develop new programmes of early support and intervention. ➤ Continue to develop Transition Days and bespoke 'small group' additional transition days for disadvantaged and vulnerable students 	EEF - small group tuition +4 EEF-sport participation+1 EEF-arts participation +3 EEF – Social & Emotional Learning +4 EEF=Summer School +3	£8327 Member of SLT with responsibility for Transition 1 week cover costs for transition visits £1175	ALL
A B	Continue to ensure that close working relationships between school and parents means that we can encourage those families / parents who are on the	EEF – Parental Engagement +4	£2683 0.6 Additional PSO	1 2

C	<p>threshold of deprivation to seek out support through Early Help or financial assistance (FSM claims etc) who may not ordinarily do so.</p> <ul style="list-style-type: none"> ➤ Increase and widen Pastoral Support Team from 1FT to 2.4FT ➤ Continue to support the development and training of Pastoral Support Officers (Early Help / Mental Health & Well-being / Safeguarding Training) 	EEF – Social & Emotional Learning +4		
B	Uniform support offer to all PP students: offer to purchase 1 item (blazer) for every student at the start of the academic year, then additional support for other items if required. Cover 50% cost of all student Prefect Blazers	EEF – n/a	£4,000 - Uniform	1 2 5 6
C		Removing a barrier which could potentially impact on attendance. Giving all students an equal opportunity.		
A	Attendance and Punctuality Monitoring Ensure that daily attendance and punctuality of Pupil Premium students is high profile and reported at weekly meeting.	PP attendance 89.6%	£2869- Attendance Officer £2,052 - Education Welfare Officer (Staffs)	1 2 4 5 8
B	<ul style="list-style-type: none"> ➤ Maintain robust system to record, track and monitor attendance ➤ Maintain daily contact with priority students from AO. 	Non PP attendance 94.3%		
C	<ul style="list-style-type: none"> ➤ Develop a 365 parental engagement record to track attendance & participation in key school events. Use this to access and identify families in need of support and early help. <p>Continue to ensure appropriate staffing is in place to support students and their families and provide additional guidance and support required</p>	EEF – Parental Engagement +4		

A B C	Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes ➤ University encounters / Skills Show visit /Apprenticeship events etc. ➤ CEIAG ‘Drop Down’ Immersion Day & Year 11 Staying in Learning Day	EEF – 0	Nil	1 2 3
A B C	Appointment of a Learning Mentor with a particular focus on CEIAG, to support students with their engagement in school and their career aspirations. Mentor will also support PSO’s with the running of small group targeted intervention sessions. Every student will have an academic review meeting with a CEIAG focus to help students to contextualise their learning and help all students (but particularly those from disadvantaged backgrounds) to develop future aspirations and career goals	Belief that students’ achievement is greater when able to contextualise learning and relate to the ‘big picture’	Jan -Aug 22 £7,825	1 2 3
A B C	Maintain programme of Sport and Outdoor Education in support of learning ➤ PE kit for competitive matches and events ➤ Outdoor Education at Kinver Edge ➤ Duke of Edinburgh Award financial support available for enrolment fees and equipment.	EEF –Physical Activity +1 EEF- Collaborative Learning + 5	£500	1 2 4 5
A B	➤ Building cultural capital – ensure that students are able to access a wide range of different enrichment opportunities, including trips and visits and are not disadvantaged as a result of socioeconomic circumstances	EEF-arts participation +2	£1,000 – Enrichment	All

C	<ul style="list-style-type: none"> ➤ Develop and embed our Extended School Day Period 7 Enrichment Programme, utilising external organisations and providers to offer a wider variety of activities and opportunities for students. ➤ Track and monitor student participation in enrichment activities, so that we can ensure students access a broad and balanced range of activities and new opportunities. ➤ Develop and Aspire to Lead Programme and further extend our Student Leadership programme as part of Period 7, to encourage all students to hold at least one leadership role and equip all students with the skills, confidence and self-esteem to believe that they can. ➤ Support Pupil Premium students with accessing music tuition within school. 	<p>EEF- Extended School +3</p> <p>EEF –Physical Activity +1</p> <p>EEF- Collaborative Learning + 5</p> <p>EEF-arts participation +2</p> <p>EEF – Oral language interventions + 6</p>	<p>Personal Development of PP costed previously</p>	
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Total budgeted cost: £ 111,825 (*£78,1000 Pupil Premium Funding and £33,725 school contribution*)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The school provided all disadvantaged students with a laptop and had fully switched to 'virtual lessons' within 2 weeks of National Lockdown. All disadvantaged students were offered and encouraged to continue to access in school learning during lockdown and weekly contact was made with all vulnerable and disadvantaged students. Whilst above National average attendance to virtual lessons was maintained, attendance was lowest amongst our disadvantaged students whose focus and ability to work and adapt to the new style of learning, proved more challenging. However, the school made use of additional online learning platforms and software to support all students with their learning. In particular the use of SENECA in science demonstrated a clear improvement to target by students (in particular disadvantaged students) who made the greatest use of this additional resource.

As evidenced in schools across the country, school closure during 2020 and 2021 was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of school closure.

Our internal assessments during 2020/21 shows that the progress of disadvantaged pupils was broadly in line with where it had been previously, but lower than the previous year in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees.

Despite a decline in disadvantaged progress (non -validated P8), attainment by disadvantaged students in the vast majority of subjects, improved from 2020 and our AT8 score for pupil premium students has demonstrated incremental increases over the last four years to move from 32.9 to 37.5. In English, 60% of disadvantaged students achieved Grades 9-4 in English and 34% achieved at least a strong pass. In Maths 53.3% of disadvantaged students achieved Grades 9-4 in Maths and 20% achieved at least a strong pass. EBacc entry was 13% for disadvantaged students compared to 31% for non-pupil premium students which is higher than in the previous year where no disadvantaged students were entered for EBacc. This remains a high focus area for further improvement and increase.

At KS3, we were not fully able to implement our Literacy and Numeracy intervention programmes. Full annual use of the Accelerated Reading and Lexia programmes were not accessed due to COVID. However, we have seen some pleasing improvements that demonstrate that the approach taken is right and we expect to see further improvements.

- In Year 7, 37% of disadvantaged students and in Year 8 Year 8 42% of disadvantaged students made positive progress & improved their reading ages.
- At the end of KS3 77% of disadvantaged students were at or above the expected level in English
- At the end of KS3 50% of disadvantaged students were at or above the expected level in Maths

Although overall attendance by all students in 2020/21 was lower than in the preceding year at 94.3%, it was higher than the national average and still demonstrated an improvement from the preceding two years of 93.3% 2019 and 93.2% in 2018. Attendance by Pupil Premium 89.6% and FSM students at

88.0%. Both figures remain close to national 2019 FSM attendance of 90.8% and were significantly above 2021 national average attendance figure for disadvantaged students. Attendance remains a focus of our current plan.

We used pupil premium and catch-up funding to provide wellbeing support, increase students access to extra-curricular and enrichment as a result of stakeholder feedback. Student and parental voice demonstrated a concern for the mental health and well-being of their children as a result of the COVID-19 pandemic and National Lockdowns. Students felt strongly that they most missed the additional sporting and wider curriculum and enrichment activities. Such opportunities had been vastly diminished during the last 2 academic years and this has impacted on all students but the impact was particularly acute for disadvantaged students. We put in place specific targeted interventions where required. We are building on that approach in our new plan.