

Pupil Premium 2022-23 - Allocation, Spend and Impact review

Barrier/ Challenge to address	Action/ Intervention	Cost	Owner	Intended Outcome	Evidence of impact	RAG
<p>Low attendance rates of PP students compared to whole school attendance</p>	<p>Appointment of 2x attendance officers to work with HOYs: monitor attendance; liaise with parents and carers to remove barriers to school attendance.</p>	<p>£55,538</p>	<p>(DTE – Jan 23) (MAN – Mar 23) IAN</p>	<p>PP Student attendance rates improve</p>	<p>Terms 1 and 2- Small improvement in attendance figures of PP students compared to 21-22 attendance, despite period of significant illness – viruses and confirmed covid in community during December. Term 3-4 DTE left- MAN/JC oversight >96 figures maintaining small improvement on 21-22. Persistent absence growing. Limited capacity in Leadership and Pastoral teams hampered strategic overview and ability to intervene. Significant cross over with presentation of challenging behaviour – FTS / Managed timetable impact. One attendance officer moved across to behaviour / Pastoral Team Term 5-6 JUNE: Attendance Gap – 88% vs 78% One attendance officer off sick. IAN new strategic lead – streamlined systems and working with external agencies to support EHE/ Alternative Provision for students stuck in cycle of negative behaviour – repeated FTS impacting on attendance</p>	<p>Staffing gaps and changes have had significant impact on strategy. IAN to lead strategic overview for attendance for 23-24 Streamlining needed of reporting re PP absence, interventions and impact- create 'caseload' of PP students for rolling intervention to test impact and</p>

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						ensure strategy tight for 23-24.
<p>Attainment Gap in 4+ / 5+ and 7+ basics measures</p>	<p>Additional staffing in Maths and English. Reduce class sizes in English and Maths in order to increase contact time and improve the quality of feedback Progress and attainment in English and Maths across KS3 and 4 for PP students will be in line with that of non PP students</p> <p>AHE supported teaching of weaker side of Y11 English with 'Overview' lessons in hall to support consistency of messages and modelling and to build resilience in exam. Previous QLA analysis of English exam has highlighted lack of resilience and minimal writing with long form questions has been a barrier</p>	£38,640	<p>Maths: (MAN-Mar 23)/MOB/NS</p> <p>Eng: AHE/DMA</p>	<p>Attainment gap in basics measures reduced</p> <p>PP attainment to improve at each level on previous year outcomes</p>	<p>Y11 Eng LANG Mock exam MARCH – 40% 4+/22% 5+</p> <p>Y11 Eng Lit Mock exam MARCH – 26% 4+/26% 5+</p> <p>Y11 Maths Mock March – 33% 4+/22% 5+</p> <p>Compares to 4+ basics (all) 47%/28%</p> <p>Eng: Increase of length of student responses in later mock examination (Mar) and in-class assessments – particularly in higher mark questions (Lang)</p>	<p>Gap still needs to close.</p> <p>PP students 'on watch' from mock exams to be tracked by Maths / Eng HODs to ensure in-class interventions are robust</p>

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	<p>for students achieving @G4/5 in English.</p> <p>Regular feedback provided for Y11 students and QLA sheets updated (Maths) with specific foci to support metacognitive approach to revision. Smaller groups allow for targeted questioning of students based on individual student need</p>					
<p>Attainment Gap in 4+ / 5+ and 7+ basics measures</p>	<p>Maths Specialist 1:1 / small group tutoring</p>	As above	NS/AM	PP borderline students achieve minimum Grade 4 in Maths GCSE	<p>ZK/BS/RW maintaining G3 Maths - continue with intervention/ BB progressed to G3 MAR-continue intervention</p> <p>CONTROL: LB same set Non PP = static @G2/EC same level Non-PP KS2 static @G2/ TA same level KS2 Non PP- Static @G1</p>	<p>Streamlining of system needed to track impact of Maths 1:1 interventions, and ensure PP students are over-represented in cohort.</p> <p>Tracking system in place post-mock exams Jul 2023</p>

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<p>Literacy</p> <p>Strategic direction and planning</p>	<p>Literacy Lead TLR (PP% proportion)</p>	<p>£2,529.00</p>	<p>AHE</p>	<p>Comprehensive literacy catch-up and intervention mapped and evaluated for PP students leads to improved outcomes</p>	<p>NGRT data (Currently under analysis)</p> <p>EOY English assessment data (Currently under analysis)</p> <p>Comprehensive evaluation of Reading Tutoring programme has enabled clear direction and planning for subsequent terms and into 23-24</p>	
<p>Literacy-</p> <p>Phonics decoding barriers / Students reading @ 1year+ below Age-appropriate level</p>	<p>Additional Teacher in English to allow for covering of Reading Tutoring programme</p> <p>Hours spread across dept - 11hours per week dedicated to small group tutoring for students 1yr or more below RA. Reading Wise decoding or vocab programme as applicable and Teacher-led fluency practice.</p>	<p>£38,640</p>	<p>CGO</p>	<p>Students in reading tutoring programme to make accelerated progress/ close gap towards reading at age-appropriate level</p>	<p>Mixed impact identified in Reading Tutoring evaluation document.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Groups too large • Challenging behaviour of small number of students • Students disengaged with Reading Wise Software • Attendance at groups patchy 	

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					<p>Successes:</p> <ul style="list-style-type: none"> Students who attended well and engaged with programme made significant progress 	
<p>Literacy – Fluency/ vocabulary barriers to accessing reading</p>	<p>Whole school reading programme. New and supplementary texts purchased</p> <p>Intervention to model fluent reading and expose students to a range of new and rich vocabulary.</p>	<p>£930.00 (PP % of spend)</p> <p>£3,614</p>	CGO/AHE	<p>Students demonstrate improvement in reading levels as assessed by EOY NGRT.</p> <p>Students complete minimum of 2 'whole book' shared reading experiences during year</p>	<p>Mixed impact due to inconsistency of delivery (engagement and quality of vocabulary focus assessed by Learning walks conducted by AHE/CGO)</p> <p>Students with regular attendance to tutor time making expected progress; significant number INC PP making higher or much higher than expected progress (NGRT data July 2023)</p> <p>Retraining of staff during INSET days, Initial intervention of suggested activities stopped as this was causing confusion for students. System stripped back to focus on 'just read' and vocabulary.</p> <p>NGRT EOY data: PP students made expected or higher/much higher than expected progress. Improvement greater amongst students who regularly attend tutor reading sessions compared to control.</p>	<p>WSRP to continue into next year.</p> <p>Tighten up tracking of books completed by tutor.</p> <p>LW to be completed by AHE/CGO 2 x per ½ term</p> <p>Coaching and support for teachers where needed.</p>
<p>Literacy- PP students lack of access to books. No library in school</p>	<p>Y9 selection of independent reading books chosen by Literacy Lead.</p>	<p>£291.47 (PP% of spend)</p>	CGO	<p>Create a culture of reading for pleasure. Y9 PP students to read at least one book</p>	<p>Strongest data from CGO group – 5/7 PP students have completed at least one book this year. PP students in each of the other groups have completed a book –</p>	<p>Continue Independent reading of selected books.</p>

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	Dedicated time at start of English lessons used for independent reading			independently in full by end of year	some students impacted by lack of attendance/ internal truancy	System to address students with low attendance / truancy – Consider funding 'parallel' book for home/ AP/ILR use
Literacy Literacy levels identified as a key barrier for KS3 PP students	<p>NGRT tests – additional testing to assess impact of interventions</p> <p>1st NGRT Completed Oct. PP students' literacy levels onto tracker- shared with MLs. Students split into 4 levels of need- Data shared with teaching staff and training delivered re supporting literacy of all students. Students with PP and literacy need identified on seating plans as 'go-to' students for first support in lessons.</p>	35% of cost for 2 x test per yr whole cohort Y7-9	AHE/CGO	Identify improvement in outcomes. Where outcomes have not improved- adjust intervention plans accordingly	<p>Comprehensive evaluation of reading tutoring programme completed by CGO based on MAR data. Changes made to reading tutoring intervention: smaller groups; increased focus on reading fluency with teacher and use of reciprocal reading strategies. Data re-shared with teachers and support staff. All seating plans updated and teachers aware of students to target for in-class intervention</p> <p>Reading Wise software promoted in ILR to support students in Wave 2-4 intervention groups when out of lessons</p>	<p>Continue with 2 x tests per year for KS3 students 'on watch'.</p> <p>Recommend mid-year testing for all PP students to ensure all, including high prior attainers are stretched and challenged to achieve best</p>

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	<p>Re-test of all Wave 2-4 students in MAR to assess impact of interventions</p> <p>Repeated CPD focus to ensure students were kept at forefront of teachers' awareness.</p>					possible outcomes
Literacy- Decoding/ Phonics gaps and vocabulary gaps	<p>ReadingWise software to support decoding and vocabulary interventions</p> <p>Used in small group sessions - students allocated to decoding or vocabulary practice as per area of need</p> <p>Used as homework intervention – vocab matched to English curriculum texts</p> <p>Set for independent work in Independent Learning Room for students removed from lesson</p> <p>Headphones to facilitate above</p>	<p>£1,950 whole cost</p> <p>79.24</p>	CGO	Students with decoding/Phonics gaps show significant improvement in outcomes (NGRT data)	<p>Increased engagement with some English groups on Reading wise- links to curriculum made clear. Students responded well to online format of hwk</p> <p>80% PP students made expected or higher than expected progress – NGRT data.</p>	<p>Adjustment to strategy for next year:</p> <p>Smaller groups (1:1 / 1:2)</p> <p>Led by Librarian and / or LS staff</p> <p>Closer working with SEN and EAL teams</p> <p>Change of online programme from Reading Wise to Bedrock for</p>

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						<p>homework and vocabulary intervention (Y7 trial)</p> <p>Change of decoding online programme to Lexonic Leap</p>
Students with SEN	Learning Support lead roles created as link point between student, school and home	£52,638	CMM	<p>Students with SEN need – improved outcomes and attendance.</p> <p>Student and parent voice reflects positive engagement with school</p>	<p>Communication with home has been robust. Majority of students maintained attendance above 92% with some students improving on previous year and maintaining 96%+</p> <p>Clear communication with staff of student need in cases of students with anxiety and emerging MH needs enabled risk reductions to be put swiftly into place. Key link facilitated close and swift communication with home in all cases.</p>	<p>Streamline tracking of impact for 23-24</p> <p>Student voice and parent voice to be recorded at min. ½ termly intervals</p>
Students with SEN	TA support in lessons / intervention	£52,638	CMM/ JCO	Students with SEN need achieve targeted outcomes.	Limited capacity in team despite continual advertising of roles and rolling interviews through year limited impact of intervention and in-class support.	<p>With full team in place next year:</p> <p>Greater co-ordination</p>

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	Supported learning room to manage students removed from lesson who will not manage in ILR due to RA for need			Close gap between SEN and non-SEN students	Where in-class support is in place, notable successes: <ul style="list-style-type: none"> Reduction in student removal from lessons comparable to 21/22 Student moving from NA to WT and achieving WA G4 in Maths (non attender in Y7) Student previously non-writer now completing full written responses 	between SEN/EAL and Literacy leads for intervention and student targets Student and teacher voice impact to be recorded at ½ termly intervals when full team in place to enable shared practice and highlight changes/ adaptation needed to model.
Dysregulation in tutor time. Persistent/ severe absence	Integrate programme- soft start with breakfast in Learning Support base	£1,000	JCO	Attendance improves	Improvement in attendance of all students. One student breaking cycle of significant non-attendance; one student breaking cycle of truancy from tutor	Integrate to continue. Explore next steps from Integrate

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				Students have a settled start to the school day		programme and phasing students into L1 with full team in place
PP students over-represented in students displaying challenging behaviour in school/engaging in internal truancy	<p>Increase in budget for pastoral team and culture support officers (ILR Manager)</p> <p>PLs manage internal truancy to support students to access lessons and break cycle of poor behaviour / Truancy</p>		<p>(LHO – MAR23)</p> <p>IAN</p>	<p>PP students in lessons.</p> <p>Behaviour profile of PP students decreased</p> <p>Incidences of FTS of PP students decrease</p>	<p>Capacity limited due to demands of ILR.</p> <p>Capacity limited due to un-filled roles in pastoral team and lowered capacity in leadership team.</p> <p>Teachers supported to maintain calm and focused atmosphere in lessons but PP students over-presenting in ILR</p> <p>Chromebooks in ILR and adjustment of curriculum to support as much learning as possible - PLs and senior team supporting students but capacity severely limited and presenting need great</p>	<p>ILR to be redesigned for 23-24. New behaviour system in place from May 23 – trial in run up to relaunch Sept 23.</p> <p>Pastoral system redesigned as communities with non-teaching community leads.</p>

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<p>Students presenting challenging behaviour in school – cycle of ILR/ FTS referrals</p>	<p>AP provision for KS3 Term 5 - 6 (Russell Martin Foundation)</p>	<p>£14,000</p>	<p>IAN</p>	<p>Students re-integrated into school. Breaks cycle of internal truancy / challenging presenting behaviours</p>	<p>Small positive impact with two students returning from programme. Some engagement with lessons.</p> <p>Reduction in internal truancy / FTS referrals</p> <p>One student yet to return</p>	<p>Ongoing – trial to be extended to full 12-week programme. Close engagement with providers to track attendance and engagement with programme</p>
<p>Students unable to fund ingredients for cooking, including Y10/Y11 GCSE Food course</p>	<p>Ingredients funded @£45.00 / week</p>	<p>£3,300</p>	<p>SSH/SPI</p>	<p>Students able to engage in cooking lessons. Good outcomes at GCSE level for Y11</p>	<p>PP students completed cooking lessons and engaged well across year groups</p> <p>Y11 students completed test meals and final project meals with ingredients funded by school</p> <p>Mixed impact due to ‘balancing’ and inflexibility of budget and knock-on effect of cost of living price rises.</p>	<p>Budget to be increased next year – additional ring-fenced funding for GCSE course</p>
<p>Enrichment</p>	<p>1:1 Music tuition</p>	<p>£2,206</p>	<p>DB</p>	<p>Students with a keen interest in music learn to play an instrument of their choice</p>	<p>3 students @ or near Grade 2 in instrument of choice</p> <p>3 students playing for pleasure, including playing in a band</p> <p>All students progressed from no instrumental experience beyond 1 student playing a basic beat to competency with instrument</p>	<p>Tighter tracking of progression lesson by lesson next year</p>

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Widening horizons / enrichment	Dieppe Trip –partially funded for 4 x Y9 PP students	£1,500	JBA	Students have opportunity for immersion experience in French town	Student voice – positive experience of trip EOY assessment data TBC re academic outcomes	
Widening horizons / enrichment	Poetry Live –9 PP students from Y10/11 attended session at Brighton Dome – readings from poets in the GCSE anthology	£100	DMA	Student literature outcomes improve Students enjoy experience of live poetry	Student voice – positive experience of trip EOY assessment data TBC re academic outcomes	
Lack of uniform	Uniform provided to students in need – shoes/ coats etc	£1,900	LDO	Student attendance improves	Mixed picture – one student regularly not attending. Majority of student attendance improved	Adaptation of tracker for 23-24
Transport to school / AP	Funding provided for limited time e.g. one half term – attendance tracked	£1,500	LDO/ (DTE/ MAN)	Student attendance improves	Mixed impact. Tracking needs to be more rigorous – challenging with lack of capacity this year	As above