

## 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 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	Lynn Grove Academy
Number of pupils in school	1204
Proportion (%) of pupil premium eligible pupils	30.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years 21/22 - 24/25
Date this statement was published	Sep 2022
Date on which it will be reviewed	Sep 2023
Statement authorised by	Alison Mobbs
Pupil premium lead	Darren Carter
Governor / Trustee lead	Rev Matthew Price

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,990
Recovery premium funding allocation this academic year	£93,564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,666.70 (recovery carry forward and £10K CET funding)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£441,220

## Part A: Pupil premium strategy plan

### Statement of intent

At Lynn Grove Academy we believe that all pupils, regardless of socioeconomic background or ability can achieve outstanding progress and develop the powerful knowledge and skills needed to be successful citizens.

We set no limits and accept no excuses from any of our pupils. Our pupil premium strategy will explore how to close learning and opportunity gaps to ensure that all disadvantaged pupils can achieve. Through robust identification of the barriers to learning and challenges faced by academically vulnerable pupils, we will use this evidence to implement a bespoke programme of support, opportunity and challenge.

We will deliver high-quality teaching for all pupils and differentiate to ensure all pupils are challenged and stimulated. Subject knowledge and academic performance will be challenged in all Lynn Grove pupils. It is the intention that all pupils' attainment will be sustained and improved; all pupils will achieve high attainment across a broad and effective curriculum. Pastoral teams will support disadvantaged students to ensure there is effective acknowledgement of external factors and that personal strength and achievement are celebrated. Subject staff will ensure that gaps in learning arising because of historic underachievement are closed.

External agencies will be deployed where required and students will be given a safe and encouraging environment to grow. Curriculum Leadership will support subject knowledge development. Student progress will be regularly reviewed and the curriculum adapted to ensure that students vulnerable to academic disadvantage are achieving in line with their peers. The curriculum will be sequenced effectively and medium-term plans will highlight areas of common misconceptions to ensure consistency. A programme of facilitation, based on barriers to learning, will take place for some disadvantaged students which includes swift identification of underachievement and the implementation of structured, researched based interventions beyond the classroom and pastoral support. Barriers to learning have been identified through observation, research, formative and summative assessment, discussion with pastoral and teaching staff and pupil self-identification through pupil voice. Our strategy is also integral to wider school plans for education recovery.

We will deploy academic tutoring using DfE tutor-led funding for pupils whose education has been worst affected, including non-disadvantaged pupils. As a whole school we will ensure all pupils are challenged and we will monitor and identify the needs of individual students. By adopting a whole school approach, all staff will take accountability for disadvantaged pupils' outcomes and staff will feel supported in this role with the facilitation that takes place with these students.

## Challenges

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

Challenge number	Detail of challenge																															
1	<p><b>Gaps in learning</b></p> <p>Disadvantaged pupils in every year group show evidence of reduced progress in curriculum outcomes compared to their non-disadvantaged, either because of engagement during successive lockdowns or historic underperformance meaning gaps in knowledge persist.</p> <p>At the end of the Academic Year 20-21 the gap in progress was:</p> <table border="1" data-bbox="354 719 810 913"> <tbody> <tr> <td><b>Y7</b></td> <td>-0.56</td> </tr> <tr> <td><b>Y8</b></td> <td>-0.18</td> </tr> <tr> <td><b>Y9</b></td> <td>-0.12</td> </tr> <tr> <td><b>Y10</b></td> <td>-0.20</td> </tr> <tr> <td><b>Y11</b></td> <td>-0.60 (TAGs results)</td> </tr> </tbody> </table> <p>More recent KS4 assessment points show that the gap has widened: Yr10 is -0.17 and Yr11 is -0.45.</p> <p>21 Year 7 pupils joined Lynn Grove with evidence of a gap in progress in English, Maths and Science of 4.9, 6.9 and 4.6 SAS points respectively and a mean SAS score gap in CAT4 testing of 4.9 points.</p>	<b>Y7</b>	-0.56	<b>Y8</b>	-0.18	<b>Y9</b>	-0.12	<b>Y10</b>	-0.20	<b>Y11</b>	-0.60 (TAGs results)																					
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2	<p><b>Attendance at school</b></p> <p>Vulnerable pupils have been particularly affected by the lockdown and subsequent re-engagement with school, meaning gaps in attendance are evident in every year group:</p> <table border="1" data-bbox="354 1290 833 1615"> <thead> <tr> <th rowspan="2">Years</th> <th colspan="3">Autumn 21</th> </tr> <tr> <th>DP</th> <th>Non-DP</th> <th>Gap%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>87.08</td> <td>93.24</td> <td>6.16</td> </tr> <tr> <td>8</td> <td>86.68</td> <td>91.74</td> <td>5.06</td> </tr> <tr> <td>9</td> <td>85.16</td> <td>90.76</td> <td>5.60</td> </tr> <tr> <td>10</td> <td>86.88</td> <td>91.90</td> <td>5.02</td> </tr> <tr> <td>11</td> <td>85.00</td> <td>90.98</td> <td>5.98</td> </tr> <tr> <td>All</td> <td>86.25</td> <td>91.72</td> <td>5.47</td> </tr> </tbody> </table> <p>In Autumn term 47.9% of DP pupils have attendance of below 90% meaning they are persistent absentees.</p> <p>The link with good attendance and good achievement and personal development is well-documented.</p>	Years	Autumn 21			DP	Non-DP	Gap%	7	87.08	93.24	6.16	8	86.68	91.74	5.06	9	85.16	90.76	5.60	10	86.88	91.90	5.02	11	85.00	90.98	5.98	All	86.25	91.72	5.47
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3	<p><b>Behaviour for learning</b></p> <p>Disadvantaged pupils have found the changes in learning routines to be challenging, as has engagement with lockdown and re-engagement with school life. This means that a higher than average percentage of disadvantaged pupils are represented in internal exclusion and behaviour related incidents, as well as class-related behaviour for learning incidents.</p>																															

The start of the year shows a particular gap in KS3 but recent data collection has shown a widening of the gap in Yr11 to -0.81%. A reduction in the BfL gap in Yr10 to -1.19% can be partly explained by the transition to the KS4 curriculum and change in subjects represented.

Year	DP BFL Gap
7	
8	-13.4%
9	-7.4%
10	-5.8%
11	-3.8%

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#### Literacy and numeracy to access the curriculum

Pupils entering Lynn Grove need the basic skills of literacy and numeracy to access the curriculum. The KS3 package of assessments have shown that there is a gap in literacy, as evidenced in pupils' reading ages, of 7.4 SAS points, and a numeracy gap, as evidenced in pupils' maths progress scores of 6.9 SAS points.

17 pupils started Lynn Grove with a reading age of 8 years or below, 12 of whom were eligible for pupil premium. Through early facilitation, we must ensure that their current knowledge and potential in English is build upon rapidly.

Our assessments, observations and discussions with teaching staff indicate disadvantaged students generally have lower levels of reading comprehension, literacy and numeracy skills than peers in all year groups. This impacts their progress across curriculum areas and their outcomes in the key subjects of Maths and English Language:

Sum21 Data Point - Attainment % 5-9				Aut21 Data Point - Attainment % 5-9			
Years	DP	non-DP	Gap	Years	DP	non-DP	Gap
				7			
7	37.3	61.2	-23.8	8			
8	29.5	46.7	-17.2	9			
9	41.2	51.7	-10.5	10	11.9	24.1	-12.2
10	14.3	20.1	-5.9	11	35.6	33.6	2.0
11	36.4	65.4	-29.0				

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#### Powerful knowledge consolidation through homework

Pupils follow a comprehension homework programme which includes daily practice of core knowledge in English, Maths and Science, enabling them to close gaps in learning that have arisen during the 2 years of disrupted learning and associated absence.

Disadvantaged pupils have been supported to access homework online and remote learning during 20-21: 230 laptops were loaned to support pupils – 135 of which went to disadvantaged learners.

Since the start of the academic years a number of disadvantaged pupils have found the completion of homework challenging and this is impacting their achievement, behaviour and attendance, as well as their confidence and independence as learners. This is particularly prevalent in lower ability learners.

	<b>Year</b>	<b>DP HW Gap Sum 21</b>
	7	<b>-16.90%</b>
	8	<b>-8.80%</b>
	9	<b>-2%</b>
	10	<b>-14% (Aut2 -8.6%)</b>
	11	<b>(Aut2 - 17.3%)</b>
6	<p><b>Personal development &amp; participation</b></p> <p>The disadvantaged cohort eligible for Free School Meals has increased by 5.2% in the last 2 years, reflecting the increased challenges financially that the pandemic has caused on the local economy. For pupils to fully engage with the curriculum and wider school life through extra-curricular activity and sports participation, and also to develop their cultural capital through trips visits and wider learning opportunities, it is important that funding is available to support these endeavours.</p>	

## 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
Improved achievement among disadvantaged pupils across the curriculum at the end of KS4.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve and there is smaller disparity between the attainment of disadvantaged pupils and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> <li>• Progress 8 gap of 0 for disadvantaged students (students that are disadvantaged achieve as well as their peers of the same KS2 starting point)</li> <li>• Attainment 8 gap no larger than National Average.</li> </ul>
To achieve and sustain improved attendance for all pupils and especially the disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance rate for disadvantaged student above 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> </ul>
A reduction in poor BfL among disadvantaged pupils. To understand patterns of behaviour and learn how to control these positively.	<p>By 2024/25 improved behaviour will be characterised by:</p> <ul style="list-style-type: none"> <li>• Reduction of incidences of IER / FTE for disadvantaged pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• No significant gap between behaviour incidents for DP and non-DP pupils.</li> <li>• Gap in BfL reports reduced to &lt;5%.</li> </ul>
Improved reading comprehension and basic literacy & numeracy skills among disadvantaged pupils across KS3 ensure full access to the curriculum.	<p>By 2024/25:</p> <ul style="list-style-type: none"> <li>• Reading comprehension assessments demonstrate improved comprehension skills among DP pupils and a smaller disparity between the scores of DP and non-DP pupils.</li> <li>• Repeat NGRT testing indicates improvement and reduction in gap.</li> <li>• No pupils to leave KS3 with a reading age below 9 years and basic numeracy.</li> </ul>
All pupils are consolidating and embedding learning through high quality homework consistently produced	<p>By 2024/25:</p> <ul style="list-style-type: none"> <li>• All pupils will be hitting 80%+ for homework across all subjects.</li> <li>• The gap between DP and non-DP pupils in homework quality and output will be reduced to &lt;5% in all years.</li> </ul>
All pupils, and especially DP pupils, have the means necessary to fully engage in school life and develop their interests and cultural capital. Pupils can access the Creative Arts in line with CET principles.	<p>By 2024/25:</p> <ul style="list-style-type: none"> <li>• All pupils are able to fully participate in the extra-curricular offer, trips and visits and there is no gap in participation rates between DP and non-DP pupils.</li> <li>• DP pupils form &gt;30% of the cohort for cadets, DoE and musical instruments.</li> <li>• DP pupils form &gt;30% of the pupil leadership roles in school</li> </ul>

## Activity in this academic year (21-22)

This details how we intend to spend our pupil premium (and recovery premium funding) in **2021-22** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of additional staffing to support smaller groups and support in Y7,8 and 11. (£30,000)</i>	<p><a href="https://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://publishing.service.gov.uk">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a></p> <p>Statutory guidance saying that most needs can be met through high quality teaching in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence showing additional progress relating to class size</p>	1,2,3,4,5
<i>Additional CPD for staff to support QFT (£4,000)</i>	<p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Guidance from EEF. Professional Development.</p>	1,3,4,5
<i>Tassomai / Seneca subscriptions (£11,000)</i>	<p>Online learning packages to support recovery, knowledge retention and consolidation of learning. Our own results also show positive impact of online learning.</p> <p><a href="https://educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5
<i>Revision guides, resources and equipment (£10,000)</i>	<p><a href="#">Ofsted Inspections – Good Schools – Disadvantaged Pupils – DAISI EDUCATION</a></p> <p>Revision guides to support attainment, recovery, knowledge retention, consolidation of learning and exam practice. Other equipment such as stationery, art</p>	1,4,5

	supplies, food ingredients and calculators enable DP pupils equal opportunity in accessing the curriculum.	
<i>Accurate data management to monitor progress (£27,000)</i>	Accurate data is vital in ensuring that staff and resources are deployed effectively and in a timely manner as gaps and trends are identified quickly.	1,2,3,4,5
<i>Form reading books to support whole school literacy (£2000)</i>	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61114/reading_for_pleasure.pdf">reading for pleasure.pdf (publishing.service.gov.uk)</a> To support pupil reading skills and increase vocabulary, as well give pupils access to high quality literature <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,4

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

Budgeted cost: £160,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTAs in English, Maths and Science (£105,400)</i>	<a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> Targeting small groups and supporting pupils with gaps in prior learning <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,5
<i>Academic mentor in Maths (£23,000)</i>	<a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> From Randstad / National programme to provide intensive recovery support	1,4,5
<i>Progress Manager to support DP pupils (£23,350)</i>	<a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a> School outcomes for mentored pupils shows positive impact across all years	1,3,4,5
<i>Mytutor online lessons (£4,000)</i>	<a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Focus on supporting DP pupils in English and Maths.	1,4
<i>Additional intervention in holidays / weekends (£5,000)</i>	<a href="https://www.educationendowmentfoundation.org.uk/summer-schools">Summer schools   EEF (educationendowmentfoundation.org.uk)</a> Positive feedback from pupil and parent voice, as well as increased pupil achievement and wellbeing (PASS)	1,4

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

Budgeted cost: £109,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing and resourcing for free breakfast club (£7000)</i>	<a href="http://www.gov.uk">Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk)</a> Increased support from national programme and rising pupil numbers	1,2,3,6
<i>Uniform support (£11000)</i>	<a href="http://www.gov.uk">Cost of school uniforms - GOV.UK (www.gov.uk)</a> Local unemployment and deprivation higher than national average, increase by 5.2% on FSM over last 2 years and parents increasingly needing support to provide uniform.	2,3,6
<i>Transport support (£2,000)</i>	<a href="http://www.gov.uk">Free school transport - GOV.UK (www.gov.uk)</a> Local deprivation / need following parental illness or unemployment means pupils sometimes need emergency access to transport to attend school / medical appointments	1,2,3,6
<i>Brilliant club (£6500)</i>	<a href="#">UCAS-STROBE-briefing.pdf</a> Increased aspiration leading to high and increasing post16 attendance at the local 6 <sup>th</sup> form college and increase in grades 7-9.	1,6
<i>DoE / Cadets / Music lessons support (£8,000)</i>	<a href="#">What Is Ofsted's 'Cultural Capital'?   True Education Partnerships</a> <a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> PASS survey shows increased pupil satisfaction in school	2,3,6
<i>Attendance &amp; behaviour support workers (£60,000)</i>	<a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> Role necessary to support challenging pupils to transition following lockdown and interrupted learning <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,5,6
<i>Humanutopia day (£3,000)</i>	<a href="#">humanutopia   empowering young people to make positive change</a>	2,3,6

	Pupil voice feedback showed positive outcomes and increased awareness	
<i>Additional support days from school counsellor (£2,000)</i>	<a href="https://www.gov.uk">Mental health and behaviour in schools - GOV.UK (www.gov.uk)</a> More referrals following lockdown and increased challenges because of lost learning and isolation, unemployment and re-integration into school <a href="https://www.gov.uk">Counselling in schools - GOV.UK (www.gov.uk)</a>	1,2,3,6
<i>Trips and visits (£10000)</i>	<a href="#">What Is Ofsted's 'Cultural Capital'?   True Education Partnerships</a> Evidence from pupil voice and attainment of impact of curricular related trips and participation in extra-curricular offer	1,2,3,6

**Total budgeted cost: £354,250**

## Activity in this academic year (22-23)

This details how we intend to spend our pupil premium (and recovery premium funding) in **2022-23** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of additional staffing to support smaller groups and support in Y7,8 and 11. (£60,000)</i>	<a href="https://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="https://publishing.service.gov.uk">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a>	1,2,3,4,5

	<p>Statutory guidance saying that most needs can be met through high quality teaching in the classroom.</p> <p><a href="#">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence showing additional progress relating to class size</p>	
<i>Additional CPD for staff to support QFT (£4,000)</i>	<p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Guidance from EEF. Professional Development.</p>	1,3,4,5
<i>Tassomai / Seneca subscriptions (£13,000)</i>	<p>Online learning packages to support recovery, knowledge retention and consolidation of learning. Our own results also show positive impact of online learning.</p> <p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5
<i>Revision guides, resources and equipment (£10,000)</i>	<p><a href="#">Ofsted Inspections – Good Schools – Disadvantaged Pupils – DAISI EDUCATION</a></p> <p>Revision guides to support attainment, recovery, knowledge retention, consolidation of learning and exam practice. Other equipment such as stationery, art supplies, food ingredients and calculators enable DP pupils equal opportunity in accessing the curriculum.</p>	1,4,5
<i>Accurate data management to monitor progress (£27,000)</i>	<p>Accurate data is vital in ensuring that staff and resources are deployed effectively and in a timely manner as gaps and trends are identified quickly.</p>	1,2,3,4,5
<i>Form reading books to support whole school literacy (£2000)</i>	<p><a href="#">reading_for_pleasure.pdf (publishing.service.gov.uk)</a></p> <p>To support pupil reading skills and increase vocabulary, as well give pupils access to high quality literature</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4

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

Budgeted cost: £173,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>HLTAs in English, Maths and Science (£105,400)</i>	<a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> Targeting small groups and supporting pupils with gaps in prior learning <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,5
<i>Academic mentor in Maths (£15,000)</i>	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> From Randstad / National programme to provide intensive recovery support	1,4,5
<i>Progress Manager to support DP pupils (£23,350)</i>	<a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a> School outcomes for mentored pupils shows positive impact across all years	1,3,4,5
<i>Mytutor online lessons (£4,000)</i>	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Focus on supporting DP pupils in English and Maths.	1,4
<i>Additional intervention in holidays / weekends (£6,000)</i>	<a href="https://www.educationendowmentfoundation.org.uk">Summer schools   EEF (educationendowmentfoundation.org.uk)</a> Positive feedback from pupil and parent voice, as well as increased pupil achievement and wellbeing (PASS)	1,4
<i>Tutor led 1:1 and small group sessions (£20,000)</i>	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Focus on supporting DP pupils in English and Maths.	1,4

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

Budgeted cost: £134,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Staffing and resourcing for free breakfast club (£7000)</i>	<a href="https://www.gov.uk">Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk)</a> Increased support from national programme and rising pupil numbers	1,2,3,6
<i>Uniform support (£12000)</i>	<a href="https://www.gov.uk">Cost of school uniforms - GOV.UK (www.gov.uk)</a> Local unemployment and deprivation higher than national average, increase by 5.2% on FSM over last 2 years and parents increasingly needing support to provide uniform.	2,3,6

<i>Transport support (£2,000)</i>	<a href="https://www.gov.uk">Free school transport - GOV.UK (www.gov.uk)</a> Local deprivation / need following parental illness or unemployment means pupils sometimes need emergency access to transport to attend school / medical appointments	1,2,3,6
<i>Brilliant club (£7000)</i>	<a href="#">UCAS-STROBE-briefing.pdf</a> Increased aspiration leading to high and increasing post16 attendance at the local 6 <sup>th</sup> form college and increase in grades 7-9.	1,6
<i>DoE / Cadets / Music lessons support (£8,000)</i>	<a href="#">What Is Ofsted's 'Cultural Capital'?   True Education Partnerships</a> <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> PASS survey shows increased pupil satisfaction in school	2,3,6
<i>Attendance &amp; behaviour support workers (£80,000)</i>	<a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> Role necessary to support challenging pupils to transition following lockdown and interrupted learning <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,5,6
<i>Humanutopia day (£6,000)</i>	<a href="#">humanutopia   empowering young people to make positive change</a> Pupil voice feedback showed positive outcomes and increased awareness	2,3,6
<i>Additional support days from school counsellor (£2,000)</i>	<a href="https://www.gov.uk">Mental health and behaviour in schools - GOV.UK (www.gov.uk)</a> More referrals following lockdown and increased challenges because of lost learning and isolation, unemployment and re-integration into school <a href="https://www.gov.uk">Counselling in schools - GOV.UK (www.gov.uk)</a>	1,2,3,6
<i>Trips and visits (£10,000)</i>	<a href="#">What Is Ofsted's 'Cultural Capital'?   True Education Partnerships</a> Evidence from pupil voice and attainment of impact of curricular related trips and participation in extra-curricular offer	1,2,3,6

**Total budgeted cost for 22-23: £419,750**

## Part B: Review of outcomes in the previous academic years

### Pupil premium strategy outcomes 20-21

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

At the end of KS4 DP pupils achieved a progress score\* of +0.28 compared to the school P8 score of +0.74. The gap in progress was wider than previously estimated as DP pupil engagement in lockdown learning and an attendance gap from March meant that they were less-strongly placed to provide the evidence needed to secure the TAGs of their non-DP peers. The following data shows the progress and attendance gaps of all year groups. The large gap on entry is reduced over KS3 and significantly smaller than the national gap in Y10 at this point. (\*all data based on end of year internal assessments and progress is measured using 2019 attainment level estimates)

Year	DP P8 Gap	DP Attendance Gap	DP BFL Gap	DP HW Gap
7	-0.56	-5.6%	-13.4%	-16.9
8	-0.18	-4.4%	-7.4%	-8.8%
9	-0.12	-3.9%	-5.8%	-2%
10	-0.20	-9.3%	-3.8%	-14%
11	-0.60	-8.5%		

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure 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, although interventions were well supported and pupil participation in summative assessment was high, giving us robust data on which to plan this year's interventions based on pupil need. The impact was mitigated by our resolution to maintain a high quality curriculum delivered through live lessons online during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Seneca, Tassomai and Mathswatch. Pupil engagement overall was high and we issued 195 additional laptops – 135 to DP pupils – to ensure pupils could access online learning and be supported in homework when returning to school. DP engagement, whilst good, was not as high as their non-DP peers.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps

are slightly larger than in previous years, which is why attendance is a focus of our current plan.

Our surveys and assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged and vulnerable pupils, as can be seen in the responses to the school PASS survey and the increasing issues related to mental health. This is why we have increased the counsellor provision in school and added additional capacity in the pastoral team to support pupil wellbeing.

We know from our KS3 data that our Year 7 pupils have been challenged with transition and the gaps in their learning so we have spent time on developing the curriculum to catch pupils up and also invested in additional classes in English, Maths and Science to support pupils with smaller class sizes and a focused curriculum to support their knowledge and skills.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
1:1 Tuition	Mytutor
Pupil wellbeing / peer on peer abuse	Humanutopia
Academic Mentor	Teachfirst programme
DoE Award	Duke of Edinburgh Award Scheme
Cadets	Cadet Force

## Further information (optional)

To further support all pupils, but particularly DP pupils who have found the return to school challenging, we are implementing a whole school strategy of classroom climate for learning to support pupils with the return to full time education (Summer term was heavily impacted for all pupils because of track and trace regulations at the time).

We have also revamped the school PSHE content and delivery to better support pupils' needs, and are adding additional capacity to the pastoral and SEND team to ensure vulnerable pupils get the support they need.

We are using the DfE tutor-led funding grant to offer additional 1:2 tuition for pupils preparing for exams and to catch-up with their learning in KS3/4. Whilst quality external recruitment remains an issue and means we are still to replace a maths HLTA, we have secured staffing from our own school teachers to deliver the tutoring.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had or hadn't had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the CET's academic community to share good practice and learn from other schools in our Trust. 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, such as Marc Rowland's *Addressing Educational Disadvantage the Essex Way*. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop and monitor our strategy and will continue to use it throughout the implementation of our activities. We evaluate our plan termly and will adjust our plan over time to secure the best outcomes for pupils.

## Pupil premium strategy outcomes 21-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

At the end of KS4 DP pupils achieved a progress score\* of +0.02 compared to the school P8 score of +0.50. The gap in progress was wider than previously estimated as as the group included pupils who did not do a full suite of exams for medical reasons and there was a reduced but significant attendance gap. The following data shows the progress and attendance gaps of all year groups. The large gaps in Year 8 were in line with predictions. The year group were hard hit by lockdowns and experienced a number of challenges adapting back into full time school life. The Year 11 gap is lower than expected national and also the attainment of the 2022 cohort should be acknowledged - 47% 5-9EM compared to 50% 5-9EM non-DP is a significant reduction in the attainment gap (\*all data based on end of year internal assessments and progress is measured using 2019 attainment level estimates)

Year	DP P8	DP Attendance	DP BFL	DP HW
21-22	Gap	Gap	Gap	Gap
7	-0.48	-4.1%	-7.6%	-13.2
8	-0.74	-6.1%	-14%	-20.2
9	-0.24	-3.3%	-6.1%	-11.4
10	-0.26	-4.1%	-3.1%	-12.5
11	-0.39	-4.9%		

In analysing the reasons for the gaps, there is still a legacy of poor attendance from lockdown and Covid that impacted the year groups, and the pupil premium cohort in particular, as well as a passivity in taking up the opportunities for catch up and intervention offered. Those that took part in the tutor led intervention however made good progress – a cohort average increase of +0.9 from Feb mocks to actual GCSEs moving from 3.5 to 4.4.

Overall attendance in 2021/22 was again lower than pre-lockdown years although it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. Therefore attendance is a major focus of our current plan.

Our surveys and assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to ongoing COVID-19-related issues and the return to classroom-based learning. The impact was particularly acute for disadvantaged and vulnerable pupils, as can be seen in the responses to the school PASS survey and the increasing issues related to mental health. This is why we have increased the counsellor provision in school and added even more capacity in the pastoral team to support pupil wellbeing and inclusion, as

well as giving pupils further support through drop down days with Human Utopia, focusing on pupil social issues.

We know from our KS3 data that our Year 7& 8 pupils had been challenged with transition and the gaps in their learning so we have spent time on developing the curriculum to catch pupils up and also invested in additional classes in English, Maths and Science to support pupils with smaller class sizes and a focused curriculum to support their knowledge and skills.

Altogether in 2021-22 the school provided over 5000 hours of intervention through small group and individual sessions for many vulnerable and disadvantaged pupils to support catch up, literacy, revision and GCSE preparation and pastoral / wellbeing support.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
1:1 Tuition	Mytutor
Pupil wellbeing / peer on peer abuse	Humanutopia
School-led tutoring	LGA
Maths booster sessions	East Norfolk Sixth Form College
Academic Mentor (AO)	Local contact
DoE Award	Duke of Edinburgh Award Scheme
Cadets	Cadet Force