

The Priory School Pupil premium strategy statement

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
School name	The Priory School
Number of pupils in school	845
Number of Pupil Premium students	123
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	14/09/2022
Statement authorised by	A Pope
Pupil premium lead	N Bucknall
Governor / Trustee lead	PP & Finance Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,000
Recovery premium funding allocation this academic year	£20,000
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	£149,000

Part A: Pupil premium strategy plan

Statement of intent

The Priory School Pupil Premium strategy works alongside and is integral to our School Development Plan. Our strategic objectives are:

- To develop an outstanding quality of education through an appropriate and consistent curriculum intent and implementation to raise levels of progress for all disadvantaged students so that they are significantly above the national average.
- To deliver a curriculum predominantly based upon mixed ability teaching, to reduce the negative impact of setting we have specifically identified on the self-esteem and confidence of pupil premium students.
- To provide personal development opportunities, which not only support disadvantaged students' well-being and resilience, but which also allow them to self-regulate their behaviour and gain the most from their access to the wider curriculum.
- To ensure all disadvantaged students are exposed to appropriate career opportunities. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of the School Led Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary gap Our observations would suggest that the range and complexity of our students' vocabulary has slipped as a result of the COVID-19 lockdowns and lack of 'normal education'. This prevents access to the highest grade boundaries across a number of subjects as well as hindering basic access to lesson, questions and exam papers.

2	<p>Progress data, gaps in knowledge due to Covid</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of attitude to learning scores than peers. This impacts their progress in all subjects.</p> <p>Although this data varies between year groups, our disadvantaged students are consistently 0.2-0.5 below their peers for attitude to learning. This data has a direct correlation with progress.</p> <p>COVID-19 and time away from school may have had a significant effect on these pupils, creating gaps in knowledge resulting in pupils falling further behind age-related expectations, especially in science.</p>
3	<p>Lower attainment at Year 7 testing</p> <p>Reading/Comprehension gap</p> <p>2021 Year 7 cohort GL assessment tests show disadvantaged students have a lower average reading age than their non-disadvantaged peers. This gap is currently, on average, 1 year lower.</p>
4	<p>Student engagement</p> <p>Observations suggest that the attendance at extra-curricular clubs is lower for PP students than the rest of the cohort. Although, as a proportion of attendees, we do have a number of PP students attending clubs, this drops away when there are financial implications. Promoting the clubs for all students and ensuring attendance is not inhibited by financial implications allows us to redress the gap.</p> <p>Engagement with learning has reduced as a result of COVID; time spent on online learning, as well as observations and discussions with students, suggest that motivation to access materials was lower than for non PP students. Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This was compounded during remote learning.</p> <p>Parental Engagement</p> <p>Data suggests that parental engagement with Class Charts is lower than would be expected. Strategies are in place to aim to raise this and ensure all parents have access to students' data through Class Charts.</p> <p>Continued monitoring of parents evening attendance. Since COVID, these have been remote and as such access to technology presents a barrier for some. Aiming to remove this will increase attendance.</p> <p>Limited wider experiences outside of school</p>

	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. This also impacts the presence of cultural capital (wider life experiences) as students have lacked the ability to engage in activities which would increase this. Through challenging engagement within school, we can aim to increase this and extend the knowledge and social assets of our students.</p>
5	<p>Wellbeing</p> <p>A student wellbeing survey conducted shortly after the initial lockdown captured a picture of the whole school which was then compared against subsequent surveys throughout the following lockdown, and the periods when students returned to school.</p> <p>Staggered returns to school allowed every student to meet with their form tutor or Head of House (HOH) and discuss their wellbeing, generating a RAG-rated list to inform support that was put in place.</p> <p>There has been a marked increase in the number of students suffering from anxiety, self-harm and eating disorders. There has also been a noticeable increase in the number of students being referred for neuro-developmental assessments and requiring Educational Psychologists' reports.</p> <p>There are a higher proportion of disadvantaged students facing mental health challenges, these numbers are mirrored in the number of PP students accessing support:</p> <ul style="list-style-type: none"> • 8 out 21 counselling sessions are attended by PP students. • 9 out of 10 Mentoring sessions are attended by PP students. • 1 out of 6 specialist ASD counselling sessions are attended students. <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Lower Aspirations</p> <p>Our assessments including observations and discussions with pupils and families, student voice, feedback from careers advisors and destination data from post 16 providers suggest that PP students have lower aspirations in terms of future study and careers.</p> <p>Feedback from our mentoring counsellor, Matt Smith from Smashlife, also mirrors a need for positive role models for PP, especially disaffected male students.</p>

	Destinations data for leavers 2020 highlighted that PP students were much more likely to be NEET (Not in Education, Employment or Training), less likely to choose to study A levels or choose a sixth form college (most opted for Shrewsbury Colleges Group). This has therefore become a focus of the careers strategy to reduce NEETs and improve both engagement and aspirations for this subgroup.
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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
Raise levels of progress and attainment at KS4 for all disadvantaged students so that they are significantly above the national average for progress of disadvantaged students	<ul style="list-style-type: none"> • Progress 8 - Achieve top quartile for progress made by disadvantaged pupils amongst similar schools by 2024. (with similar socio-economic factors, as well as size of school) • Attainment 8 - Achieve national average for attainment for all pupils by 2025. • Achieve above average English and maths 5+ scores for similar schools by 2025.
Improved KS3 Progress gap between disadvantaged and non-disadvantaged.	<ul style="list-style-type: none"> • KS3 progress measures show an improving trend across KS3 reducing the gap between PP and non-PP by 2025. Using P8 and A8 figures
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> • GL Assessments (a national, benchmarked test) for reading and spelling. • 2021 Year 7 FSM, average reading age is 10.19. • 2021 Year 7 non-FSM, average reading age is 11.26. • Disadvantaged pupils demonstrate improved comprehension skills in line with non-disadvantaged and there are smaller disparities between the scores of disadvantaged pupils and their non-disadvantaged peers by the end of year 9 and

	<p>average scores for both groups are at least age appropriate.</p> <ul style="list-style-type: none"> Wider school monitoring should also have recognised this improvement for disadvantaged students through engagement in lessons and book scrutiny.
All pupils demonstrate resilience and are able to self-regulate their behaviour and gain the most from their learning	<ul style="list-style-type: none"> Attendance at or above national average by 2023, target of 96%. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 1%. Behaviour logs are in line with average percentages of non-PP students in 2023. Rewards are in line with average percentages of non-PP students end of 2023.
Vocabulary gap	<ul style="list-style-type: none"> Departments to update SOW (Schemes Of Work) to include vocabulary-focused plenary questions; vocabulary games; completing homework projects relating to key words; and English department to discuss vocab in library lessons. Observations and learning walks demonstrate that subject specific key vocabulary is being used during book scrutiny and departmental assessments by disadvantaged pupils Book scrutiny and assessments show that disadvantaged student's work is becoming more academic
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils;

	<ul style="list-style-type: none"> • a high proportion of disadvantaged students engaging in whole school events and House activities; and • all disadvantaged students receive the same opportunities regardless of cost implications.
Raise aspirations of disadvantaged students by improved attainment across the curriculum at the end of KS4, with a focus on EBacc subjects.	<ul style="list-style-type: none"> • By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) in line with aspirations for non-PP students. In 2021, 30% of PP students entered the EBacc compared to 28.6% non-PP. In 2020, 37.5% of PP students entered the Ebacc compared to 45% of non-PP students.
Pupils are ready to encounter the world of work, training, and further education	<ul style="list-style-type: none"> • All Gatsby Benchmarks (government led criteria for the quality of Careers input) are met for all disadvantaged students by the end of 2021/22 • No disadvantaged students are NEET, achieved by the end of 2021/22.

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: £69,791

Activity	Evidence that supports this approach (<i>The evidence for these approaches is referred to through reference to the Education Endowment Foundation toolkit where they have rated the efficacy of specific interventions and their impact on the performance of disadvantaged students compared to the cost of the intervention</i>)	Challenge number(s) addressed

<p>Pupil Premium champion (PPC) £23,250 Track and oversee the progress of all disadvantaged pupils; meeting with them, contacting home and raising staff awareness of activities that can be organised and resources purchased for disadvantaged pupils. PPC liaises with, and reports to, SLT on PP performance. The Pupil Premium Champion line manages a PP mentor who meets regularly with PP students and forms a close working relationship with families and focuses on underachieving students.</p>	<p>The EEF toolkit noted above supports this type of targeted mentoring intervention for students at having a positive impact of 2 months or more on the outcomes of pupil premium students. It also identified that building close relationships with parents has an impact of 4 months or more on student outcomes.</p>	<p>All</p>
<p>Learning mentors £7,500 Contribution to salaries of Learning Mentors in English, Science and Maths to improve student attainment and engagement.</p>	<p>The EEF toolkit noted above supports this type of targeted intervention for students and families at having a positive impact of 2 months or more on the outcomes of pupil premium students. Where this is 1:1 tuition it has an impact of 4 months or more.</p>	<p>2,3</p>
<p>TLR (Teaching & Learning Responsibility) for Enrichment coordinator £2,400 Continued monitoring of parental engagement e.g. parents evenings, returns on consultations, good news responses, attendance at House and other calendared events, as well as ensuring parent involvement is</p>	<p>Parental engagement EEF +4 months progress on the student.</p>	<p>4,5,6</p>

monitored and addressed where this becomes detrimental to the engagement of the student and the progress they are making.		
Teacher £20,000 High quality teaching, smaller mixed ability groups in English	EEF +2 months of progress on student outcomes for smaller class sizes but plus 5 months improvement where mastery learning and collaborative learning are being used. Mastery is being embedded within our Maths curriculum and our T&L expectations focus on the benefits of collaborative strategies.	1,2,3
CPD £300 Continuing professional development for staff working closest to our PP students. Training courses to ensure our Pupil Premium Champion and Mentor are at the cutting edge of leading research and ideas.		4,5,6
Student Support Mentor £16,341 This is someone who meets regularly with PP students, tracks their attendance and forms a close working relationship with families	+2 months improvement in student outcomes according to the EEF toolkit. Where this work is 1:1 up to 5 months or more progress can be seen. +4 months improvement in outcomes where positive relations are developed with the families of students.	All

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

Budgeted cost: £ 28,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Guest speakers focusing on revision skills, aspirations, careers and life skills preparation.</p> <p>£4,000</p>	<p>EEF aspiration learning – impact is listed as unclear in the EEF toolkit but our own student voice is very positive as a result of these events.</p>	<p>4,6</p>
<p>Homework Club £3,700</p> <p>Homework club offered 4 nights a week, with increased TA support for disadvantaged students. PP students specifically invited</p>	<p>+3 months improvement in student outcomes according to EEF toolkit</p>	<p>1,2,3,4</p>
<p>Careers Advisor £750</p> <p>Time with Careers Advisor allocated specifically to disadvantaged students, alongside time with PP Mentor, for preparation for meetings and interviews.</p>	<p>EEF aspiration learning - see not above.</p>	<p>4,6</p>
<p>Afterschool Tuition:</p> <p>Peer Mentoring (Yr 7 & 10)</p> <p>To ensure Year 7 also have an opportunity to participate they will receive peer mentoring, based on the data tests we have conducted since they have started Priory.</p> <p>School led tutoring by 4 Teaching Assistants £20,000</p> <p>School led tutoring – will be delivered by 4 highly qualified Teaching Assistants.</p>	<p>Extending school time +3 EEF</p> <p>Research supports small group tutoring. We are using Priory staff following experiences from NTP last year, where student engagement was mixed. We know that student engagement is higher with staff they already know and have relationships with (plus 4 months of progress for TA interventions if high quality)</p> <p>Evidence shows that teaching assistants are more likely to have a positive impact whilst delivering structured intervention than as general classroom support. (EEF)</p> <p>EEF suggest, and we recognise, TAs must undergo training to ensure the effectiveness of the programme delivered is to a high quality and beneficial.</p>	<p>1,2,3,4,</p>

<p>These will be delivered in Maths, Science, English and MFL in 7-week blocks. Students will be selected based on data, in discussion with HOD and pupil premium status.</p> <p>The TA's will work within key stages – in Key stage 4 the focus will be on Yr 11 and then switch to Yr 10 after the first block of 7 weeks.</p> <p>In Key stage 3 sessions will be delivered to Year 8 & 9 simultaneously.</p>	<p>Peer mentoring, on average, has a positive impact on both tutors and tutees (of up to 5 months progress for students according to the EEF toolkit) and may be a cost effective approach to delivering 1:1 or small group tuition in a school.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring Pupil premium students have access to appropriate ICT hardware to be able to access the curriculum</p> <p>Laptops and IT</p> <p>£5,000</p>	<p>EEF metacognition +7 months of progress</p> <p>EEF "It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology."</p>	<p>1,2,3,4,</p>
<p>Classroom materials</p> <p>Revision books, class readers and equipment, etc. to ensure students have access to the same resources as their peers.</p> <p>£5,700</p>	<p>Our own in school student voice and monitoring has identified that the main reason why pupil premium students have a behaviour log is missing equipment. Providing basic materials will help to prevent a negative experience of school.</p>	<p>All</p>

<p>Trips and visits £8,000</p> <p>Low-cost, local trips paid for in full, at the school's discretion.</p> <p>Discretionary contribution towards specialist equipment for activities such as Duke of Edinburgh.</p>	<p>EEF aspiration learning – little clear evidence of impact but in school evidence of ensuring participation and 'levelling' the experience of all students.</p>	<p>All</p>
<p>PP breakfast £1,500</p> <p>Supplies of food in Student Support to ensure all have access to breakfast.</p>	<p>DfE guidance: "The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour."</p>	<p>4,5,</p>
<p>Counsellor £17,445</p> <p>To support the social and emotional needs to students. This has increased as a result of the COVID pandemic. We have therefore increased counsellor provision in school.</p>	<p>Social and emotional learning EEF +3 months of progress on student outcomes.</p>	<p>4,5,6</p>
<p>Uniform £4,000</p> <p>One set of school uniform is provided for PP students. After this, a contribution can be made to further school uniform at the school's discretion.</p>	<p>Mentioned by EEF</p>	<p>4,5,6</p>
<p>Extra-Curricular / enrichment £9,000</p> <p>Musical instruments and lessons, access to G&T and support clubs. This will help to increase PP participation as the cost of equipment for some clubs can be prohibitive.</p>	<p>Extending school time EEF +3 months progress on student outcomes.</p> <p>Arts provision is also mentioned by the EEF as increasing pupil progress and outcomes by 3 months or more.</p> <p>Individualised instruction also has an impact of +4 months or more on student outcomes.</p>	<p>4,5,6</p>

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Total budgeted cost: £148,886

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years in key areas of the curriculum. EBacc entry was 30% which is higher than in the previous year, but the gap in EBacc entries between disadvantaged pupils and non-disadvantaged grew in 20/21.

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. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Hegarty Maths and GCSE Pod. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Due to COVID 19 restrictions, no students engaged in work experience, school trips and many extracurricular activities were cancelled.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 94%, it was higher than the national average. Last year's attendance, although higher than the national average, was lower among disadvantaged pupils than the school average of 92%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our 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 pupils. We used pupil premium funding to provide wellbeing support for all identified pupils, and targeted interventions where required such as the addition of a wellbeing garden and employment of additional members of support staff. We are building on that approach in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP	TLC Live
GCSE Pod	
Exam Pro	
Activelearn	Pearson
Rapidplus	Pearson
Catchup Numeracy	Catchup

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We use the SPP to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.
What was the impact of that spending on service pupil premium eligible pupils?	Monitoring through student voice the impact of measures on wellbeing.

Further information (optional)

Additional activity

Our pupil premium strategy has been and will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- HAF (Holiday Activity Fund) vouchers. All FSM PP students given vouchers for free meals and summer holiday 2021 activities and support for booking on.
- Food Bank Christmas hampers. Eight students each year receive Christmas food and present hampers delivered by school from the Shrewsbury Food Hub
- Cook Along. Ten students from various year groups took part over a 10 month period. Weekly ingredients were provided and delivered to home. Students followed an online recipe tutorial.
- Shropshire Cycle Hub provided three bicycles to PP students with transport needs.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Whole school commitment to differentiation and mixed ability inspired by the work of an advisor specializing in the needs of disadvantaged students, the school has a history of mixed ability teaching; the majority of lessons are taught in a mixed ability context. Mixed ability teaching challenges the barriers that can link disadvantage with low attainment. It provides a more aspirational and inclusive environment and enable powerful peer to peer support through strategies such as the use of Learning Partners. Mixed ability teaching demands that the most vulnerable learners are at the heart of teaching, encourages genuine collaboration and demands that staff differentiate thoughtfully and skilfully.
- Whole school commitment to feedback and reflect and progress. All pupils, including disadvantaged, are able to discuss their Attitude To Learning and progress; able to articulate how they can improve and better engage. PPM and PPC representation at Student Planning Meetings during Reflect and Progress day
- Post 16 Application drop ins for disadvantaged pupils.
- Prioritise meetings with Careers Advisor for PP students. Group sessions focusing potential routes for the future now start at the end of Year 10 and these are followed up with 1:1 meeting early in Year 11, allowing time for further follow up appointments / support if required.
- One page 'snapshot' of post 16 routes created and made accessible for PP students and parents/carers. This is now displayed in all Year 11 form rooms,

ET/ER contact home with the information and a hard copy also sent to PP parents.

- Currently investigating resuming visits including Y9 Oxford University and other university visits to encourage PP students to consider these routes.
- Harper Adams deliver a financial talk to all students in Year 10 as part of financial capability in Life. This includes how to finance university should students choose this route and therefore 'busts' some of the myths that exist encouraging students to consider this route for them.
- Gatsby BM4 – Careers in the Curriculum has an increased profile in comparison to previous years. This will ensure that PP students are aware of many different career routes linked to subject areas. Teachers' awareness and support for PP students in the classroom will naturally complement the careers advice received in the formal 1:1 settings.
- Post 16 providers' evening – pre-Covid, work was already underway to invite local post 16 providers into Priory to enable students to easily access information, this is especially important for PP students as PP staff and teachers can support them in finding out about different routes and courses that may be suited to them. It is intended that this event will take place summer 2022

PPM (Pupil Premium Mentor) PPC (Pupil Premium Champion)

- PPM to be invited to all PP Planning Meetings.
- PPC to establish a PP Network meeting in the second half of the Autumn term across Shrewsbury schools.
- All teaching staff have PP students (to include type) highlighted in their planners and on ClassCharts So they know who they are in the classes they teach. Student support plans highlight targets and information to support teachers in their planning and resourcing to meet their needs.
- PPM and PPC provide support for departments in taking greater responsibility for their PP students' progress.
- PPM contact parents or guardians of all PP students who are absent, on the first day of absence.
- PPM, PPC and engagement coordinator work with teaching staff and Heads of House to ensure disadvantaged students have 100% uptake during enrichment week.
- PPM and PPC engagement with other agencies includes: Social workers, Housing, Community Support Officers, Education Welfare Officers.
- Heads of House and PPM work with Educational Welfare Officer to monitor attendance of disadvantaged students.
- SENCO, PPC and PPM support Primary transition with extra transition visits for disadvantaged students.

- PPM meet Careers Adviser and Careers Lead to discuss all KS4 disadvantaged students prior to their careers meetings.
- SLT Lead have termly sessions with teaching staff to further raise the profile of disadvantaged students and their needs.
- One member of SLT is accountable for oversight of PP spending and disadvantaged student progress.
- Teachers have PP students identified on their seating plans and ClassCharts information. HOH and Engagement Co-ordinator undertake data analysis of disadvantaged pupils' progress and engagement.
- PE department support PPM in monitoring the participation of PP students in PE activities via Squad In Touch
- Use of Provision Map records in one place up-to-date information on students with advice and strategies to support their learning. This provides the ability to set clear SMART targets which are reviewed termly with their tutors.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. We are still awaiting the final phase of this review with recommendations.

Recognising that positive wellbeing is integral to academic success, and that disadvantaged students are more prone to mental health challenges, we continue to offer a broad complement of specialists to support our students. This provision has been increased to meet pandemic demands. We buy in services from counsellors, youth mentors and autism services, as well as liaising with local authority mental health and wellbeing services and those in the private sector. Disadvantaged students are prioritised when accessing our in-house services.

Owing to an increased number of eating disorders observed, we have developed strong working relationships with the EDC (Eating Disorder Coalition) and work closely with the school nurse.

We have adopted school wide wellbeing initiatives that include both the staff and student body, promoting and underpinning the main factors integral to supporting positive mental health.

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

We will have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. We will use this framework to review our plan on an annual basis.

