# Cotham School Pupil Premium and Recovery Premium Strategy 2023-24

| 1. Vision |
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At Cotham School we believe very strongly that all our students, particularly our most disadvantaged students, deserve the best possible education and we strive to have high expectations for every child. We understand that our students are individuals and have a vast range of needs both in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the pupil premium grant to ensure teaching is excellent and that additional support and interventions are of high quality and high impact. We strive to eliminate inequalities and have a 'can do' approach towards all we do with our students and families. The senior leadership team supports staff to believe in the potential and abilities of all our students and are dedicated to giving our learners every opportunity to do their best. Teachers and Higher Level Teaching Assistants (HLTAs) are fully aware of the students eligible for pupil premium and ensure that this knowledge is used in the planning and delivery of lessons and interventions. Cost-of-living pressures are having profound impacts on students and their families. Over a third of low-income parents are cutting back on food for their children (Earwaker, 2022). There has been an increase in the number of households who are unable to afford basic items for their children (The Sutton Trust, 2022). Pupils with special educational needs and disabilities (SEND) are particularly vulnerable to the impacts of cost-of-living pressures, as they are more likely to be in lower income households and require additional care (Blackburn, Spencer and Read, 2010). In additional to this, 2020 brought an unprecedented challenge in the form of Covid-19 to meeting the needs of our most disadvantaged students and has created an even more sizeable gap between those who are disadvantaged and those who are not, due to: sporadic attendance from school closures and self-isolating resulting in a considerable gap in knowledge and skills; a stark reality of a lack of IT devices and internet data to complete online learning; a rise in mental health issues from anxiety over Covid-19 to more significant adverse childhood experiences stemming from safeguarding concerns; a decline in social and emotional literacy due to months of little interaction with peers and other adults. Therefore, it has never been more important than now to consider how we can best use this funding grant to address and reduce these barriers in providing resources and support when it is required.

## Teaching, Learning and Assessment
We target a high percentage of our spending on ensuring that our teaching is high quality and teachers are equipped with the skills to personalise their teaching. This means that lessons are adapted effectively to make sure all students make good or better progress. The school understands the importance of high-quality feedback and marking, and sees this as essential to students making excellent progress. Many of our PP students also have a SEND need, with our highest category of specific learning need being dyslexia difficulties, and non-specific learning need being low literacy. Therefore, we regularly train teachers in using dyslexia-friendly strategies in class and how to support our weakest readers, and our HLTAs are deployed strategically to deliver interventions to ensure maximum impact. There is an emphasis on the value of oracy and accurate verbal language use in the classroom, as well as developing the general Tier 2 vocabulary of our PP students through reading a wide range of texts. We also recognise that students with the lowest reading ages will struggle to access some reading materials. We aim to ensure that the key building block of knowledge is accessible for all students so that every student can achieve well no matter the start point. Our students eligible for PP are given greater focus, time and support if needed in multiple ways around talk, feedback, vocabulary and language.

## Personal Development and Wellbeing
We place real emphasis on delivering a high-quality PSHE curriculum which permeates all aspects of school life. We promote a strong ethos of inclusivity and respect of difference which influences the way in which staff, children and families relate to each other. We use a number of strategies and external organisations to support our preventative work in achieving positive mental health and wellbeing for all of our students. In addition, we provide targeted support for students with specific emotional, social or behavioural issues. We provide 1:1 emotional support from a trained mentor or a qualified ELSA-trained staff member; school counselling and school nurse services, and small group focussed support in such areas as life skills, resilience-building, anger management.

**Interventions**

We plan for a small number of researched informed interventions across the school. This is in addition to quality first teaching. Interventions are delivered by teachers or well-trained HLTAs and the impact of this work is measured by explicit entry and exit criteria based on baseline assessment. Interventions include: Read Write Inc. Phonics/Spelling, inference skill development, Lexia, numeracy interventions, Year 7 English literacy booster classes, Y9 Skillsbuilder and Preparation for English GCSE classes. A dedicated EAL team also provides a range of EAL interventions. The identification of students needing additional support is completed using a combination of standardised assessments (such as NRGT and CAT testing), classroom teacher assessments and specialist assessments.

**Curriculum and Enrichment**

Our curriculum provides experiential learning opportunities throughout the academic year and we are fundamentally committed to redressing the imbalance of social and cultural capital between some of our PP students and non-PP students. We aim to do this through ensuring that the academic curriculum prepares our students adequately for the social and cultural capital required in our society whilst still embracing and celebrating the diverse cultural and historical experiences of the communities that our students represent. We recognise, though, that developing social and cultural capital through the academic curriculum alone is not enough, so we invite visitors into school e.g. theatre groups, visiting authors as well as organise trips to visit places that will allow our students the opportunity to develop social and cultural capital in experiences outside of school. These opportunities mean that whatever a student's own life experiences have been, there will be a shared context for learning for students. In addition, we provide a wide range of enrichment clubs and organise a Y7 camp. PP students can be supported financially to enjoy these rich experiences. We are a school for outdoor learning and recognise the power of physical activity in raising children's self-esteem. We are continually increasing our music tuition and reaching out to our students eligible for pupil premium to engage in these opportunities.

**Family and Community**

We prioritise the opportunity for the parents/carers of our PP students to meet with their child's teachers at parents' evening. We invite parents/carers in regularly for information sessions about their child's learning, including regular parent forums for specific community groups where translation services are available. We communicate weekly with parents through a newsletter and also encourage parents/carers to make contact with their child's tutor, Learning Coordinator (Head of Year) or teacher via email or phone. The recruiting of our Somali Family Support Worker have supported us in fostering stronger relationships with our parent community and also the local residential and business community. We are committed to using our links with the local community to provide in-school projects for our students, particularly in supporting them with their sense of identity and place in our world. For example, we have engaged the services of an organisation called TALO who work with our male and female students separately on BAME empowerment projects.

**Use of Research and Evidence**

Our school uses national and school-based evidence to inform much of the work we do. We make sure that we employ approaches with a track record of making a difference. We strive to monitor all we do in a systematic and robust manner and only continue with approaches and interventions that have a positive impact on our students. Key sources of research used by the school include the EEF (Education Endowment Foundation) as well as current highly respected researchers in this field, such as Marc Rowland, author of 'A Guide to the Pupil Premium' and 'Learning Without Labels.' The school is engaged with Nasen and Whole School SEND (WSS) in national research projects that support our actions and activities to support student progress.

| 2. Summary information | | | | | | |
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| School | Cotham School | | | Academic Year | | 2023-24 |
| Total PP budget | £436,253 | Recovery premium funding | | Date of most recent review of this strategy | | Nov 2023 |
| Number of pupils eligible for PP | 423 | School-led tutoring funding | | Date for next internal review of this strategy | | May 2024 |
| | | Total number of pupils | | | | |

| 3. PP attainment over the last three years | | | | |
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| | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Attainment 8 per pupil (All students) | 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 | | 51.72 | 45.77 |
| Attainment 8 per pupil (Pupil Premium only) | | | 38.95 | 37.17 |
| Att 8 Gap | | | -12.77 | -13.45 |
| Progress 8 (All students) | | | +0.15 | +0.10 |
| Progress 8 (Pupil Premium only) | | | -0.43 | -0.31 |
| Progress 8 Gap | | | -0.58 | -0.65 |
| Basic 4+ % (All students) | 73.8% | 77.1% | 71.5% | 66.4% |
| Basics 4+ % (Pupil Premium only) | 50% | 62.5% | 47.1% | 51.7% |
| Basics 4+ % Gap | -35.9% | -23.3% | -24.4% | -23% |
| Basic 5+ % (All students) | 53.3 | 60.3% | 56.1% | 42.5% |
| Basics 5+ % (Pupil Premium only) | 33.3 | 46.3% | 30% | 18% |

| Basics 5+ % Gap | -20.0 | -22.4% | -26.1% | -38.3% |
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## 4. Barriers to future attainment (for pupils eligible for PP and/or Catch-Up funding)

**Academic barriers** *(issues to be addressed in school, such as poor literacy skills)*

| A. | Students with low reading ages (RA below 9) and poor general literacy skills |
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| B. | Significantly higher levels and number of students with social, emotional and mental health (SEMH) needs, exacerbated by the ongoing national health crisis |
| C. | Number of PP students also with SEND issues, especially specific learning difficulty |

**Additional barriers** *(including issues which also require action outside school, such as low attendance rates)*

| E. | Attendance to school |
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| F | Significant deficit in access to equipment and and resources to support learning |
| G. | Lack of access to adequate food, clean uniform supply, support with homework, heating, clothing and other basic needs |
| H. | A significant gap in social and cultural capital compared to their non-PP peers |

## 5. Intended outcomes *(specific outcomes and how they will be measured)*

| | Intended outcomes | Success criteria |
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| A. | **To improve reading ages and progress in English, particularly for boys.**<br>To be measured through: NRGT testing for all students with repeat assessment for those who receive interventions. Evaluation of progress measured between entry and exit criteria for Literacy-based and EAL interventions; progress seen between data drops by English teachers; analysis of data arising from the additional Y7 Literacy lessons e.g.evaluation of the school's Reading Action Plan held by the Leader of Reading and supported by the Leader of EAL and SENDCo. | Students reading ages meet age-related expectations. There is a sustained narrowing of the gap between PP and All students in attainment and progress in English. |
| B. | **To increase the provision of support for students with SEMH needs, encompassing a wide range of strategies.**<br>To be measured through: baseline entry and exit criteria for all pastoral provision; regular review of mentoring and counselling provision; evaluation of the specific work of the ELSA-qualified HLTA and Designated Mental Health Lead, in particular; external review of overall SEND and Inclusion provision; evaluation of the mental health actions embedded within the school's overall Safeguarding Action Plan. | All students are regularly taught preventative strategies to achieve positive mental health, develop resilience in the face of adversity and are able to articulate coping strategies that they can use.<br>Students with high-level SEMH needs are able to access and enjoy a broad and balanced education. |

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| C. | **To provide increased specialist intensive support to students with moderate learning difficulties who are not 'secondary-ready' by creating an alternative curriculum at KS3 (with greater emphasis in Y7) to allow them to catch-up to their peers.**<br>To be measured through: baseline entry and exit criteria for all academic interventions; regular quality assurance of the delivery of all academic interventions; evaluation of the holistic experience of the Y7 nurture group students; progress seen between data drops in English and Maths in particular; evaluation of the specific work of the ELSA-qualified HLTA.<br>To provide a longer-term alternative curriculum for some key older students with moderate learning difficulties who are highly unlikely to complete the full suite of GCSE qualifications. | Students who are not quite 'secondary-ready' are able to transition back into full-time mainstream lessons with success and make progress similar to that of their peers i.e. to meet age-related expectations. |
| D. | **To improve the overall attendance of all students but particularly PP and SEND students.**<br>To be measured through the school's attendance data for both on-site and online/remote learning. | All students who are unable to access school at all are able to transition back into full-time education in the most appropriate setting for them.<br>Persistent absence is reduced. |
| E. | **To provide a basic level of food, uniform/clothing, access to key equipment and resources where students and their families are financially or otherwise unable to do so.**<br>To be measured through: case studies of the impact of providing these resources to some students. | All students have their basic needs met so that they are able to make the best of their learning opportunities |
| F. | **To provide increased enrichment and enhancement opportunities for students from disadvantaged backgrounds to develop wider social and cultural capital.**<br>To be measured by: regular review of PP students' access to enrichment opportunities; evaluation of the school's work in achieving the Gatsby Benchmarks; regular student feedback on the enhancement and enrichment opportunities provided to them. | Students from disadvantaged backgrounds have the tools, skills and wider experiences that adequately prepares them for access to higher education and their working life as an adult. |
| G. | **To close the curriculum gaps that have developed for all students due to school closures for Covid-19.** | Students with significant gaps in their curriculum knowledge and understanding demonstrate a narrowing of these gaps |
| H. | **To provide increased wellbeing, social and emotional support arising as a consequence of extended school closures due to Covid-19** | All students are able to successfully transition back to full-time on-site schooling |

| 6. Planned expenditure |
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| Academic | |
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**i. Quality first teaching for all**

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | When will we review? |
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| 1.1 Embed the school's overall Teaching, Learning and Assessment (TLA) strategy | All students are provided with consistently good teaching. | The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years. Educational research proves that disadvantaged students make significantly more progress than their peers when provided with consistently good teaching. The EEF Guide to the Pupil Premium | Robust quality assurance: learning walks every 3 weeks; work checks; regular student voice. | AT | £0 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 1.2 Review the quality of the curriculum with a focus on reading and literacy oracy skills development | Disadvantaged students are provided with a broad curriculum that adequately prepares them for external qualifications at KS4 and KS5 but also, crucially, gives them the social and cultural capital, as well as confidence in their own identities, to succeed in the world. | The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years. | An audit of the current KS3 curriculum. Standardising the principles of curriculum design across subjects. Quality assurance of revised KS3 curriculum plans. | CR | £0 | Mid-strategy: May 2024 End of strategy: Sept 2024 |

| 1.3 Continue to increase subject-specialist examiners in all faculties and disseminate knowledge | All students are taught by teachers who know exactly how to prepare them to succeed in their qualifications. | The gap in student outcomes over time between PP students and all students. | Providing in-school time for teachers to train and mark as examiners; quality assurance of TLA | JBU | £0 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
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| 1.4 Lead the whole-school strategy on improving literacy and oracy | Engage fully with the Voice 21 programme to develop and embed oracy rich lessons and experiences to ensure that there is the capacity and skill to strategically diagnose, implement and evaluate actions that will drive improvement in literacy across the school. | A significant increase in students with low or very low reading ages, and low literacy in general. Research evidence of the impact of improving oracy on overall literacy and outcomes in all subjects. [Oracy curriculum, Culture and Assessment Toolkit](#) [Voice 21: Improving Oracy](#) | Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions | RB/LW | £17,707.64 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 1.5 Leadership of targets interventions in the classroom an | Using diagnostic analysis of KS2, CATs and other baseline testing, students receive support to develop reading and literacy skills. | A significant increase in the number of Y7 students arriving with low or very low reading ages ['Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months). EEF](#) | Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions | RB/LW | £17,707.64 | Mid-strategy: May 2024 End of strategy: Sept 2024 |

| 1.6 Upgrade to No More Marking subscription | Teachers have access to standardised comparative judgement software providing opportunities to compare students' extended writing to the national picture. Lessons and planning of the curriculum is tailored to the needs of the cohort. | This is an evidence-based approach providing access to standardised assessments that are moderated at a national level.<br><br>EEF Cognitive science approached in the classroom | Analysis of data from the assessments provides specific detail by key groups and benchmarks our students against the national picture. | SWO DL | £400 | Mid-strategy: May 2024 End of strategy: Sept 2024 |

**ii. Targeted support**

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | When will we review? |
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| 2.1 Leadership of targeted interventions for literacy and numeracy | Students who are not secondary-ready are able to make as much progress as their peers. | A significant increase in students arriving at secondary school who are working well below expected levels e.g. at Year 3 levels or below. | Quality assurance of provision delivery. Analysis of progress data in interventions, English and Maths. | RB/LW /GT | £17,707.64 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.2 Provide targeted behaviour interventions | Students with high levels of social, emotional and mental health (SEMH) needs are supported to develop their emotional literacy to help them build resilience and improve their social interactions. | EEF guidance on improving behaviour suggestions providing a tailor approach to supporting an individual's behaviour.<br>EEF Improving Behaviour in Schools | Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students. | OM DL | £33,095 | Mid-strategy: May 2024 End of strategy: Sept 2024 |

| 2.3 Provide mentoring to students most in need | Students with medium-high levels of social, emotional and mental health (SEMH) needs are supported to improve their wellbeing, build resilience and improve their social interactions. | Evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these students. [EEF Mentoring](#) | Entry and exit assessment. Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students. | $ES $KW $MK | £20,635 £20,635 £19,544 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
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| 2.4 Provide counselling to students most in need | Students with high levels of social, emotional and mental health (SEMH) needs are supported to improve their mental health and wellbeing. | Safeguarding data indicates a rise in high-level mental health concerns of students. [EEF Social and Emotional Learning Strategies](#) | Entry and exit assessment. Analysis of attendance, behaviour and Safeguarding data for these students. | $AC | £27,574 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.5 Resource and provide a range of SEND interventions inc. identifying and supporting students requiring exam access arrangements | Students with specific learning difficulties, such as dyslexia, dyscalculia and others, are supported to develop strategies to overcome these difficulties. | Prior KS2 attainment data Progress data for each year group  Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning | Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery; appraisal of individual staff. | GT £LK | £16,156 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.6 Resource and provide a range of Literacy interventions including support for phonics | Students who are working below age related expectations in English, so are struggling with reading, writing and/or spelling and grammar, are supported to catch up to | Evidence suggests that students who follow fresh start make 3 additional month of progression reading. | Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff. | RB/LW /GT HLTA | £17,708 £10,264 | Mid-strategy: May 2024 |

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| | their peers. [EEF Fresh Start](#) | | | | | |
| 2.7 Resource and provide a range of Numeracy interventions | Students who are working below age related expectations in Maths are supported to catch up with their peers | Research shows that small group and one to one interventions for numeracy has a positive impact on progress, [EEF Catch up Numeracy](#) | Analysis of interventions data and progress in Maths; quality assurance of intervention delivery; appraisal of individual staff. | $KC $SJ | £22,064 £26,110 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.8 Resource and provide a range of EAL interventions, inc. identifying students able to gain a qualification in their home language | Students at all EAL levels make as much progress as their peers. | Prior KS2 attainment data and progress data for each year group. Baseline NGRT, CATs and English testing upon entry to the school. Arrival of students new to the country. | Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff. | $AR $EK $AR | £2,872 £13,843 £21,504 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.9 Implement attendance-specific mentoring and intervention | Students with poor attendance are supported to improve their attendance to school including good parental communications | Attendance data demonstrates a need for targeted intervention for individuals and small groups of students [EEF Attendance Interventions](#) | Analysis of overall attendance data including persistent absence rates and broken weeks | $OK | £4,295 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.10 Enable access to off-site Alternative Provision (ALP) for targeted PP students and tutoring for Children in Care (CiC) | Students who are at severe risk of permanent exclusion and/or are no longer able to manage full-time mainstream education are supported with part or full access to | To ensure that students who are unable to access full-time mainstream education are provided with an appropriate alternative education | Quality assurance of the provision at the ALP placement. Improved attendance, behaviour, safeguarding and engagement of some of the most vulnerable students. | DL $JB | £3000 | Mid-strategy: May 2024 |

| | Alternative Educational Provision. CiC receive 1:1 tutoring | provision. CiC are able to make as much progress as their peers | | | | End of strategy: Sept 2024 |
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| 2.11 Licence for Twinkl resources for 15 users | Students who are working below age related expectations in English and Maths are supported to catch up to their peers, with SEND, English and Maths teams making good use of these resources. | Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. Baseline NGRT, CATs and English and Maths testing upon entry to the school | Analysis of Twinkl usage data show that the platform is being well used. Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery; appraisal of individual staff. | $LK | £1,423 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.12 ARROW annual licence | Students with specific learning difficulties, such as dyslexia are supported to develop strategies to overcome these difficulties. | Prior KS2 attainment data Progress data for each year group  Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning, CRICK | Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery; appraisal of individual staff. | $LK | £200 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.13 Sparx Maths | | Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. Baseline NGRT, CATs and English testing upon entry to the school | Data analysis of Bedrock Vocabulary progress  Analysis of interventions data and progress in English | DK | £667 | Mid-strategy: May 2024 End of strategy: Sept 2024 |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | When will we review? |
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| 2.14 GL Assessment NGRT Group reading Test and PTE Progress Tests and Lucid licence | Students who are working below age related expectations in English, so are struggling with reading, writing and/or spelling and grammar, are supported to catch up to their peers. | Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. Baseline NGRT, CATs and English testing upon entry to the school | Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff. | RB | £8416.50 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 2.15 Academic mentor to support closing the gap | To provide one to one and small group support for English and literacy skills | Evidence shows that there is a positive impact student progress when receiving mentoring. [EEF Mentoring](#) | Intervention evaluation and analysis. Attainment and progress analysis. | TBC | £21,000 | Mid-strategy: May 2024 End of strategy: Sept 2024 |

**iii. Other approaches**

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | When will we review? |
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| 3.1 Maintain the role of a Designated Mental Health Lead | Increase preventative work with all students in developing their positive mental health and wellbeing, as well as supporting the most vulnerable students with mental health issues | Increasing numbers of students presenting with a wide range of mental health issues. [EEF Social and Emotional Learning Strategies](#) | Quality assurance of the mental health provision across the school. Achieving the Bristol Mental Health and Wellbeing Award. Analysis of attendance, behaviour and safeguarding data. | $JB | £24,078 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.2 Provide the skills and capacity of the Inclusion managers | Act as the frontline team for Safeguarding and Child Protection concerns | A dedicated Core Safeguarding team is needed to ensure that there is always coverage to respond rapidly to | Annual statutory Safeguarding audit and the school's Safeguarding Action Plan. Analysis of safeguarding, attendance and behaviour data. Ongoing, up-to-date training. | $ES $HG | £40,034 £36,540 | Mid-strategy: May 2024 End of strategy: Sept 2024 |

| | | Safeguarding concerns that arise [EEF Improving Behaviour in Schools](#) | | | | |
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| 3.3 Develop and Embed the role of the Somali Family Support Worker | Improve parental and community engagement with our Somali students | The second largest demographic by ethnicity in the school is our Somali students. Language and a lack of understanding of the British education system can be a significant barrier. [EEF Parental Engagement](#) | Parent feedback on the range of activities and support provided by the school and the Somali Family Support Worker. | $SHI | £20,506 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.4 Embed and maintain the 'Safe Space' provision | Provide a sensory and therapeutic space for students with high levels of SEMH to access when needed | As a school with highly inclusive values, we wish to do our very best to enable all students to access a mainstream education. | Quality assurance of the therapeutic interventions provided in the Safe Space. Analysis of safeguarding, behaviour and attendance data | $MM $SB | £3,937 £3,770 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.5 Lead whole-school strategy to raise the aspirations and engagement of BAME PP students through a BAME working group. | Improved attainment for BAME PP students. Improved uptake of extra-curricular activities by BAME students. | Student voice suggests the need to deepen the sense of belonging for BAME students who live beyond the local community. BAME PP students underperform compared to their peers. | Accountability in measuring the impact of the BAME working group's action plan. Student voice showing a positive recognition by students of the work being done in this area. | $MK | £8,143 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.6 Embed the tutor reading programme | Close the gap between students with low and very low reading ages and their peers. | KS2 data shows an increase in Y7 students arriving with reading ages | Quality assurance of the tutor reading programme. An improvement in reading ages for | RB | £0 | Mid-strategy: May 2024 |

| | Improve the cultural capital of disadvantaged students in particular. | well below age related levels. National evidence shows that PP students are more likely to have many gaps in cultural capital. | students with low reading ages. Improved progress seen in English and other highly literacy-based subjects. | | | End of strategy: Sept 2024 |
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| 3.7 Provide basic resources for students who are most in need when required | Provide breakfast club, other food, uniform, travel money as required for PP students facing severe financial hardship. | Incidents of students requiring their basic needs to be met by the school have risen. | Analysis of safeguarding logs to ensure that this is being put to use for the students who are most in need. | DL CR | £8000 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.8 IT access for the most disadvantaged students in all year groups | Student has access to IT and equipment if required. | Our vulnerable and disadvantaged students are able to undertake remote learning successfully | An increase in the completion rates of remote learning school work | DL | £0 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.9 Subsidise peripatetic music lessons | PP students offered the chance for subsidised 1:1 music lessons to learn an instrument | PP students develop a new skill and access greater cultural capital | The uptake and perseverance of PP students learning an instrument through this peripatetic lessons | RGE | £3000 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.10 Subsidise compulsory curriculum trips, extra-curricular clubs, revision materials, equipment, and | To remove these simple barriers for the most disadvantaged students to experience a broad and balanced curriculum. | Students should not be culturally or academically disadvantaged as a result of poorer financial circumstances at home. | Uptake of PP students for curriculum trips and extra-curricular clubs. Analysis of outcomes data for PP students. | DL CR OM | £8000 | Mid-strategy: May 2024 |

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| resources for PP students who are in most financial hardship. | | | | | | End of strategy: Sept 2024 |
| 3.11 Implement attendance-specific mentoring | Students with poor attendance are supported to improve their attendance to school including good parental communications | Attendance data demonstrates a need for targeted intervention for individuals and small groups of students EEF Attendance Interventions | Analysis of overall attendance data including persistent absence rates and broken weeks | DL | £4,295 | Mid-strategy: May 2024 End of strategy: Sept 2024 |
| 3.12 IRB provision manager | | EEF Improving Behaviour in Schools | | TBC | £3000 | |
| N. B. The payroll cost of the Pupil Premium (PP) strategy is higher than the funding received; however; non-PP students also benefit as not all staff work exclusively with PP students. **Total cost** | | | | | £514,049.14 | |

To be completed at end of academic year:

| Review of Pupil Premium expenditure |  |
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| **Previous Academic Year** | |
| **i. Quality of teaching for all** | |

| Action | Intended outcome | Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether we will continue with this approach) |
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| ii. Targeted support | | | |
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| Action | Intended outcome | Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether we will continue with this approach) |
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| iii. Other approaches | | | |
|---|---|---|---|
| Action | Intended outcome | Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether we will continue with this approach) |
| | | | |