

Cotham School Pupil Premium and Recovery Premium Strategy 2024-5

1. Vision

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 addition 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. The impact of the pandemic is still being felt by our students. 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 students who are eligible for Pupil Premium (PP) students also have a SEND need, with our highest category of specific learning needs 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 Personal, Social, Health Education (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 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 as well as KS3 Literacy booster classes. A dedicated English as an Additional Language (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 Year 7 enrichment week. PP students can be supported financially to enjoy these rich experiences. 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 Family Support Worker has 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.

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 has also 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

School	Cotham School			Academic Year	2024-25
Total PP budget (Budget as of Nov 6 '24)	£451,500 (£459,000)	Recovery premium funding	n/a	Date of most recent review of this strategy	Nov 2024
Number of pupils eligible for PP (Figure as of Nov 6 '24)	488 (39.6%)	School-led tutoring funding	n/a	Date for next internal review of this strategy	May 2025
		Total number of pupils	1230		

3. PP attainment over the last five years

	2019/20	2020/21	2021/22	2022/23	2023/24
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	47.37	46.42
Attainment 8 per pupil (Pupil Premium only)			38.95	39.28	36.82
Att 8 Gap			-12.77	-8.09	-9.6
Progress 8 (All students)			+0.15	+0.09	+0.14
Progress 8 (Pupil Premium only)			-0.43	-0.26	-0.23
Progress 8 Gap			-0.58	-0.35	-0.37
Basic 4+ % (All students)	73.8%	77.1%	71.5%	69.5%	65.1%
Basics 4+ % (Pupil Premium only)	50%	62.5%	47.1%	55.6%	49.4%
Basics 4+ % Gap	-35.9%	-23.3%	-24.4%	-13.9%	-15.7
Basic 5+ % (All students)	53.3	60.3%	56.1%	44.9%	45.9%

Basics 5+ % (Pupil Premium only)	33.3	46.3%	30%	20.8%	38.3%
Basics 5+ % Gap	-20.0	-22.4%	-26.1%	-24.1%	-7.6

4. Barriers to future attainment (for pupils eligible for PP)

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

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| A. | Low reading ages, poor general literacy skills, and low numeracy skills. |
| B. | Social, emotional and mental health (SEMH) and wellbeing needs, exacerbated by the ongoing national health crisis. |
| C. | PP students with additional SEND. |

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

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| D. | Attendance at school. |
| E. | Lack of access to adequate food, clean uniform supply, heating, clothing and other basic needs. |
| F. | Significant deficit in access to equipment and resources to support learning in school and independent learning at home. |
| G. | 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)

Success criteria

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| A. | <p>To improve reading ages and progress in English, particularly for PP boys.
To be measured through: NRG T 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.</p> | 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. | <p>To increase the provision of support for students with SEMH needs, encompassing a wide range of strategies, including support with general wellbeing.
To be measured through: baseline entry and exit criteria for all pastoral provision; regular review of mentoring and counselling provision. 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.</p> | <p>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.
Students with high-level SEMH needs are able to access and enjoy a broad and balanced education.</p> |

<p>C.</p>	<p>To provide increased specialist intensive support to students who are not ‘secondary-ready’ by creating an alternative curriculum in Year 7 to allow them to catch-up to their peers. 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. 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.</p>	<p>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.</p>
<p>D.</p>	<p>To improve the overall attendance of all students but particularly PP and SEND students. To be measured through the school’s attendance data for both on-site and online/remote learning.</p>	<p>All students are supported to attend school and engage in full-time education in the most appropriate setting for them. Persistent absence is reduced.</p>
<p>E.</p>	<p>To provide a basic level of food, uniform/clothing, where students and their families are financially or otherwise unable to do so. To be measured through case studies of the impact of providing these resources to some students and PP strategy impact reports.</p>	<p>All students have their basic needs met so that they are able to make the best of their learning opportunities.</p>
<p>F.</p>	<p>To provide access to key equipment and resources where students and their families are financially or otherwise unable to do so. To be measured through case studies of the impact of providing these resources to some students and PP strategy impact reports.</p>	<p>All students have their educational needs met so that they are able to access the full curriculum and demonstrate their learning in school and at home.</p>
<p>G.</p>	<p>To provide increased enrichment and enhancement opportunities for students from disadvantaged backgrounds to develop wider social and cultural capital. 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.</p>	<p>Students from disadvantaged backgrounds have the tools, skills and wider experiences that adequately prepare them for access to higher education and their working life as an adult.</p>

6. Planned expenditure						
Academic						
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?
1.1 Continue to embed the school's overall Teaching, Learning and Assessment (TLA) strategy.	<p>All students are provided with consistently good teaching in the classroom.</p> <p>Disadvantaged students benefit from effective TLA practices which support, engage and deepen their learning.</p> <p>As a result, the gap between outcomes for PP students and all students closes over time.</p>	<p>The analysis of quality assurance from the last two years with a focus on the effective application of TLA practices and principles.</p> <p>Educational research proves that disadvantaged students make significantly more progress than their peers when provided with consistently good teaching.</p> <p>The EEF Guide to the Pupil Premium (2024)</p>	<p>Robust quality assurance:</p> <ul style="list-style-type: none"> ● learning walks every 3 weeks; ● book looks and STRIDE work checks; ● regular student voice. <p>Mid- and End of Strategy Impact Review report</p>	AVB	£0	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>
1.2 Continue to review the quality of the curriculum, and how it is assessed.	<p>Alongside their peers, PP students are provided with a broad curriculum that adequately prepares them for external qualifications at KS4 and KS5.</p> <p>Crucially, for disadvantaged students the curriculum develops their social and cultural capital, confidence in their own identities, and ability to succeed in the world beyond school.</p>	<p>The analysis of quality assurance data from the last two years with a focus on curriculum design, content and reviews.</p>	<p>Effective analysis and review processes:</p> <ul style="list-style-type: none"> ● Continue to audit and review the KS3 curriculum content and design. ● Quality assurance of revised KS3 curriculum. ● Effective review and reflection against the Four Pillars of Assessment (purpose, 	CR AVB	£0	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>

	As a result, the gap between outcomes for PP students and all students closes over time.		validity, reliability and value) Mid- and End of Strategy Impact Review report			
1.3 Continue to embed the whole-school reading strategy: developing teachers' pedagogical practices and further embedding whole-school reading engagement initiatives.	<p>Using diagnostic analysis of KS2, CATs and other baseline testing (NGRT), all students benefit from effective reading and vocabulary instruction in class.</p> <p>Disadvantaged students are supported in class to close the gap with their peers, and access the full KS3/KS4 curriculum.</p> <p>All students have access to a broad and challenging reading culture: disadvantaged students increase their reading for pleasure, cultural capital and vocabulary in line with their non-PP peers.</p> <p>As a result, the gap between outcomes for PP students and all students closes over time, specifically with regards to their reading ages.</p>	<p>A significant increase in the number of Y7 students arriving with low or very low reading ages</p> <p>‘Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months). EEF</p> <p>EEF Improving Literacy in Secondary Schools</p>	<ul style="list-style-type: none"> ● Ongoing review and embedding of the school's Reading Action Plan. ● Effective delivery of CPD and increasing staff engagement in strategies for teaching reading, vocabulary and relevant adaptations in class. ● Ongoing analysis of data and quality assurance of reading and vocabulary strategies. <p>Mid- and End of Strategy Impact Review report</p>	RBI JSA	£17,708	Mid-strategy: May 2025 End of strategy: Oct 2025
1.4 Continue to embed the whole-school strategy on improving literacy, vocabulary and oracy.	<p>By engaging fully with the Voice 21 programme, we will develop and embed oracy-rich lessons and experiences for all students.</p> <p>Disadvantaged students benefit from teachers' and leaders' ability to strategically diagnose, implement and evaluate actions that will drive improvement in oracy across the</p>	<p>Research evidence of the impact of improving oracy on overall literacy and outcomes in all subjects.</p> <p>Oracy curriculum, Culture and Assessment Toolkit</p> <p>Voice 21: Improving Oracy</p>	<ul style="list-style-type: none"> ● Continue embedding the school's Oracy Action Plan. ● Effective delivery of CPD and increasing staff engagement in strategies for teaching oracy, vocabulary and relevant adaptations in class. 	LW JSA	£17,708	Mid-strategy: May 2025 End of strategy: Oct 2025

	<p>school.</p> <p>As a result, the gap between outcomes for PP students and all students closes over time, specifically with regards to their listening skills, presentational and exploratory talk.</p>		<ul style="list-style-type: none"> Analyse data and quality assurance of oracy and vocabulary strategies, engagement and delivery. <p>Mid- and End of Strategy Impact Review report</p>			
<p>1.5 Develop staff awareness of the intersectionality vulnerabilities of disadvantaged students in the classroom and deliver training to explicitly explore the school's TLA and Behavioural strategies through the PP lens.</p>	<p>Support teaching and associate staff in identifying strategies to engage and support disadvantaged students in the classroom through effective training about the current research, pedagogic approaches and explicit links to the school's wider TLA, CPD, and Behavioural strategies, through a PP lens.</p> <p>As a result, PP students are better understood by their teachers and better supported in the classroom to take risks, engage in their learning and improve their outcomes.</p>	<p>Research shows that schools which have a strong collective knowledge of the contexts and factors contributing to socio-economic vulnerabilities; a shared understanding of how disadvantage impacts on students' learning; and a cultural approach to the responsibilities of all in the school community to address these vulnerabilities are most successful at mitigating the impact of socio-economic difference.</p> <p>Improving outcomes for disadvantaged learners - Marc Rowland</p>	<ul style="list-style-type: none"> Quality assurance and review of CPD provision (staff voice). Learning walks to observe strategies in process. Student voice to capture student experience. <p>Mid- and End of Strategy Impact Review report</p>	JSA	£0	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>
<p>1.6 Continue to increase subject-specialist examiners in all faculties and disseminate knowledge related to exam technique.</p>	<p>All students are taught by teachers who know exactly how to prepare them to succeed in their qualifications.</p> <p>As a result, teachers are better able to identify students' targets and next steps in summative assessments,</p>	<p>Students are prepared for external assessments by subject-specialist teachers with an intrinsic knowledge of how to succeed in their KS4 examinations.</p>	<ul style="list-style-type: none"> Regular promotion of, and invitation to, enlist as an examiner for the exam boards. Providing in-school time for teachers to train and mark as examiners; 	JBU	£0	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>

	and the gap between outcomes for PP students and all students closes over time.	EEF Feedback to improve student learning	• Quality assurance of TLA Mid- and End of Strategy Impact Review report			
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?
2.1 Plan, resource, deliver, review and embed targeted interventions for literacy, including phonics.	<p>Students who are not 'secondary-ready' and have low reading ages are supported to make as much progress as their peers. In particular, PP students are prioritised for intervention using high-quality resources, delivered by specialist HLTAs.</p> <p>Targeted, tiered intervention closes the gap between PP and non-PP students in their phonics, inference and writing abilities.</p> <p>As a result, the gap between outcomes for PP students and all students closes over time, specifically with regards to their reading ages and English outcomes.</p>	<p>A significant increase in students arriving at secondary school who are working well below expected levels e.g. at Year 3 levels or below.</p> <p>‘Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months). EEF</p> <p>Evidence suggests that students who follow Fresh Start make 3 additional months of progression reading.</p> <p>EEF Fresh Start</p>	<p>Quality assurance of provision delivery and delivery materials.</p> <p>Analysis of progress data in literacy interventions</p> <p>Effective, timely communication with staff and parents regarding student progress and targets.</p> <p>Mid- and End of Strategy Impact Review report</p>	RBI JSA HLTA	£17,708 £10,264	Mid-strategy: May 2025 End of strategy: Oct 2025
2.2 Resource and provide licences for GL Assessment NGRT Group reading Test and Lucid licence.	<p>All students' reading ages are assessed each year, and those who have reading ages below age-related expectations are identified.</p> <p>Diagnostic testing ensures students receive the correct intervention support (phonics or inference) and</p>	<p>Research shows that reliable, robust evidence about students' reading ages allows students to receive meaningful, targeted intervention that addresses their needs.</p>	<p>Analysis of interventions data and progress in English;</p> <p>Quality assurance of intervention delivery.</p>	RBI JSA	£8,417	Mid-strategy: May 2025 End of strategy: Oct 2025

	<p>disadvantaged students make up a significant proportion of those receiving intervention.</p> <p>As a result, all students' reading ages and progress can be accurately measured and the gap between outcomes for PP students and all students closes over time, specifically with regards to their reading and literacy outcomes</p>	<p>The ability to share, track and report on accurate reading ages impacts teachers' ability to ensure students engage with the full curriculum.</p> <p>GL closing the reading gap</p> <p>EEF Improving Literacy in Secondary Schools</p>	<p>Mid- and End of Strategy Impact Review report</p>			
<p>2.3 Plan, resource, deliver, review and embed targeted interventions for numeracy.</p>	<p>Students who are not 'secondary-ready' and have low numeracy levels are supported to make as much progress as their peers. In particular, PP students are prioritised for intervention using high-quality resources, delivered by specialist HLTAs.</p> <p>As a result, the gap between outcomes for PP students and all students closes over time, specifically with regards to their numeracy and Maths outcomes.</p>	<p>Research shows that small group and one to one interventions for numeracy has a positive impact on progress.</p> <p>EEF Catch up Numeracy</p>	<p>Quality assurance of provision delivery and delivery materials.</p> <p>Analysis of progress data in numeracy/maths interventions.</p> <p>Effective, timely communication with staff and parents regarding student progress and targets.</p> <p>Mid- and End of Strategy Impact Review report</p>	<p>GT / DK</p> <p>\$KC</p> <p>\$SJ</p>	<p>£22,064</p> <p>£26,110</p>	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>
<p>2.4 Resource and provide licences for Sparx Maths to provide an accessible, diagnostic learning platform to develop students' maths skills.</p>	<p>All students have access to the personalised, diagnostic independent platform and disadvantaged students who are working below age-related expectations in Maths benefit as the platform allows teachers to monitor and track progress.</p> <p>As a result, the gap between outcomes for PP students and all students closes over time, specifically</p>	<p>Baseline CATs and Maths testing upon entry to the school, Prodigy Learning and progress data for each year group indicates students have varied needs in relation to their numeracy skills. This accessible platform allows students to engage and</p>	<p>Analysis of student progress in maths in KS3.</p> <p>Interpretation and evaluation of data to identify need for intervention.</p> <p>Student and staff voice to explore engagement</p>	<p>DK</p>	<p>£667</p>	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>

	with regards to their numeracy and maths outcomes.	teachers to track and monitor their progress. Sparx Maths Impact Reports	and efficacy of the platform. Mid- and End of Strategy Impact Review report			
2.5 Resource and provide licences for Sparx Reader to provide an accessible, diagnostic learning platform to develop students' reading skills and routines.	All students have access to the personalised, diagnostic independent platform and disadvantaged students whose reading age is below age-related expectations benefit as the platform allows teachers to monitor and track progress. As a result, the gap between outcomes for PP students and all students closes over time, specifically with regards to their reading age and broader independent reading skills.	Baseline NGRT, CATs and English testing upon entry to the school, Prodigy Learning and progress data for each year group indicates students have varied needs in relation to their literacy and reading skills. This accessible platform allows students to engage and teachers to track and monitor their progress.	Analysis of KS3 student progress in English. Interpretation and evaluation of data to identify need for intervention. Student and staff voice to explore engagement and efficacy of the platform. Mid- and End of Strategy Impact Review report	PHD	£1,500	Mid-strategy: May 2025 End of strategy: Oct 2025
2.6 Resource, deliver and review a range of EAL interventions, inc. identifying students able to gain a qualification in their home language.	Students' language proficiency levels are effectively assessed and they receive targeted intervention to improve their phonics, grammar, vocabulary, spelling and inference reading skills. As a result, disadvantaged students at all EAL levels make as much progress as their peers.	Prior KS2 attainment data, baseline data (NGRT and CATS testing), and/or English proficiency data when students arrive at the school or are new to the country (Bell Foundation) indicates that students for whom English is an Additional Language struggle to access the KS3 and KS4 curriculum, and express their learning verbally and in written work. Bell Foundation - Educational Outcomes of Children with EAL	Analysis of interventions data and progress in English. Quality assurance of intervention delivery. Mid- and End of Strategy Impact Review report	\$AR \$EK \$NY \$AR	£2,872 £13,843 £13,843 £21,504	Mid-strategy: May 2025 End of strategy: Oct 2025

<p>2.7 Resource and provide a range of SEND interventions inc. identifying and supporting students requiring exam access arrangements</p>	<p>Students with specific learning difficulties, such as dyslexia, dyscalculia and others, are supported to develop strategies to overcome these difficulties.</p> <p>As a result, the gap between outcomes for PP students and all students closes over time, specifically with their ability to access summative assessments and examinations and demonstrate their learning.</p>	<p>Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning and progress data for each year group indicates some students have additional challenges demonstrating their learning in classwork and summative assessments.</p> <p>EEF SEND in Mainstream Schools</p>	<p>Analysis of interventions data and progress in English and Maths; Quality assurance of intervention delivery; Analysis and review of the efficacy and impact of EAA processes and adaptations.</p> <p>Mid- and End of Strategy Impact Review report</p>	<p>GT</p>	<p>£16,156</p>	<p>Mid-strategy: May 2025 End of strategy: Oct 2025</p>
<p>2.8 Resource and provide licences for Twinkl resources for 15 users.</p>	<p>Students who are working below age related expectations in English and Maths are supported by HLTAs and LSAs to catch up to their peers through access and effective delivery of adapted resources.</p> <p>As a result, disadvantaged students with SEND, literacy and numeracy needs make progress to catch up with their peers.</p>	<p>Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning and progress data for each year group indicates students with additional needs and/or who are working below age-related expectations require adapted resources in order to engage with and access the curriculum.</p>	<p>Analysis of Twinkl usage data show that the platform is being well-used.</p> <p>Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery.</p> <p>Mid- and End of Strategy Impact Review report</p>	<p>GT</p>	<p>£1,423</p>	<p>Mid-strategy: May 2025 End of strategy: Oct 2025</p>
<p>2.9 Provide targeted behaviour interventions for disadvantaged students most in need of specialised support and monitoring.</p>	<p>Disadvantaged students with high levels of social, emotional and mental health (SEMH) needs are supported by specialist or senior staff to develop their emotional literacy to help them build resilience and improve their social interactions.</p> <p>Reduction in higher-level sanctions and behaviour points for students</p>	<p>EEF guidance on improving behaviour suggestions providing a tailor approach to supporting an individual's behaviour.</p> <p>EEF Improving Behaviour in Schools</p>	<p>Review of processes and protocols of behaviour interventions.</p> <p>Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students.</p>	<p>OM DL</p>	<p>£33,095</p>	<p>Mid-strategy: May 2025 End of strategy: Oct 2025</p>

	receiving targeted support, and consequently increased engagement, attendance and academic outcomes in line with their peers.		Effective, timely communication with parents and external agencies. Mid- and End of Strategy Impact Review report			
2.10 Provide counselling to disadvantaged students most in need of mental health and wellbeing support.	<p>Students with high levels of social, emotional and mental health (SEMH) needs are supported to improve their mental health and wellbeing.</p> <p>In particular, PP students are prioritised to receive this support, and as a result, the gap between outcomes for PP students and all students closes over time.</p>	<p>National increase in rate of students presenting or diagnosed with mental health and well-being challenges.</p> <p>Safeguarding data indicates a rise in high-level mental health concerns of students.</p> <p>EEF Social and Emotional Learning Strategies</p>	<p>Analysis and review of entry and exit assessment of student's wellbeing.</p> <p>Analysis of attendance, behaviour and safeguarding data for these students.</p> <p>Effective and timely communication with external agencies.</p> <p>Mid- and End of Strategy Impact Review report</p>	\$LD	£27,574	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>
2.11 Enable access to off-site Alternative Provision (ALP) for targeted PP students and tutoring for Children in Care (CiC)	<p>Disadvantaged 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-time access to Alternative Educational Provision.</p> <p>Disadvantaged students who receive this support are able to continue accessing educational provision.</p> <p>CiC receive 1:1 tutoring and are able to make as much progress as their peers.</p>	<p>Data on disadvantaged students with significant behavioural or SEMH needs indicates they are less able to engage with full-time, mainstream education and require support in targeted settings to access the curriculum and receive additional education in wellbeing, resilience and behavioural strategies in an appropriate alternative education setting.</p>	<p>Quality assurance of the provision at the ALP placement.</p> <p>Analysis of attendance, behaviour, safeguarding and engagement data of some of the most vulnerable students.</p> <p>Effective and timely communication with external agencies.</p> <p>Mid- and End of Strategy Impact Review report</p>	OM \$JB	£3,000	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>

<p>2.12 Maintain the role of the Accelerate Programme provision manager to support students with significant behavioural or SEMH needs.</p>	<p>Disadvantaged students who have additional behavioural or SEMH needs are supported to remain in a mainstream school setting, whilst receiving a fixed-term adapted curriculum delivered by specialist teachers and associate staff.</p> <p>As a result, disadvantaged students receiving this internal provision are less likely to receive a higher level sanction, and more likely to continue to attend school. Over time, these students will be able to catch up with their peers and successfully re-join mainstream education.</p>	<p>Research shows that misbehaviour in lessons has a significant impact on student outcomes, ongoing wellbeing and likelihood to remain in education.</p> <p>EEF Improving Behaviour in Schools</p>	<p>Quality assurance of the provision in the Accelerate Programme</p> <p>Analysis of attendance, behaviour, safeguarding and engagement data of some of the disadvantaged students enrolled on the programme.</p> <p>Timely and effective communication with staff and parents.</p> <p>Mid- and End of Strategy Impact Review report</p>	<p>DL</p> <p>\$BU / \$AL</p>	<p>£3,000</p>	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>
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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?
<p>3.1 Maintain the role of a Designated Mental Health Lead</p>	<p>We will 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.</p> <p>As a result, we are better able to support disadvantaged students who present with a wide range of mental health issues.</p> <p>In turn, these students are more likely to remain in education and develop positive, resilient strategies to</p>	<p>Research shows there are increasing numbers of students presenting with a wide range of mental health issues, with an increasing need to address these concerns in school settings.</p> <p>EEF Social and Emotional Learning Strategies</p>	<ul style="list-style-type: none"> • Quality assurance of the mental health provision across the school. • Maintain the Bristol Mental Health and Wellbeing Award. • Analysis of attendance, behaviour and safeguarding data. <p>Mid- and End of Strategy Impact Review report</p>	<p>\$JB</p>	<p>£24,078</p>	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>

	improve their own mental health and wellbeing.					
3.2 Maintain and develop the skills and capacity of the Inclusion managers	<p>We will be able to increase preventative work with all students in ensuring their safety and wellbeing in school and in home environments by acting as the frontline team for Safeguarding and Child Protection concerns.</p> <p>As a result, we are better able to keep safe disadvantaged students who face a range of safeguarding concerns and challenges.</p> <p>In turn, these students are more likely to remain in education and develop positive, resilient strategies and be able to stay in mainstream education.</p>	<p>A dedicated Core Safeguarding team is needed to ensure that there is always coverage to respond rapidly to Safeguarding concerns that arise.</p> <p>EEF Improving Behaviour in Schools</p>	<ul style="list-style-type: none"> • Annual statutory Safeguarding audit and the school's Safeguarding Action Plan. • Analysis of safeguarding, attendance, and behaviour data. • Ongoing, up-to-date training. <p>Mid- and End of Strategy Impact Review report</p>	<p>\$ES</p> <p>\$HG</p>	<p>£40,034</p> <p>£36,540</p>	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>
3.3 Develop and embed the role of the Community Outreach Lead and Learning Mentor.	<p>We will be able to improve parental and community engagement in particular with our Somali students through effective communication and organisation of events and specific support for individual disadvantaged students and their families.</p>	<p>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.</p> <p>EEF Parental Engagement</p>	<ul style="list-style-type: none"> • Parent feedback on the range of activities and support provided by the school and Community Outreach Lead and Learning Mentor. <p>Mid- and End of Strategy Impact Review report</p>	<p>\$NJ</p>	<p>£20,506</p>	<p>Mid-strategy: May 2025</p> <p>End of strategy: Oct 2025</p>
3.4 Maintain our School of Sanctuary status to ensure students new to the country and their families are supported	<p>Effective pastoral interventions and communication with external agencies, specialists, teaching and support staff are embedded into the school's practices to welcome and support students who are new to the</p>	<p>Research shows that students new to the country benefit from strategic and purposeful processes to welcome and support them in their new community.</p>	<ul style="list-style-type: none"> • Effective reflection and review of processes for new students and students new to the country (asylum seeker and refugees status). 	<p>\$AR</p> <p>\$EK</p> <p>\$NY</p>	<p>£0</p>	<p>Mid-strategy: May 2025</p>

and welcomed into our communities.	country, and/or new English speakers. As a result, disadvantaged students and their families, who have refugee or asylum-seeker status, or who are new to the country and/or English language are supported in engaging with their education and feeling safe and welcomed in our communities.	https://schools.cityofsanctuary.org/award	Mid- and End of Strategy Impact Review report			End of strategy: Oct 2025
3.5 Embed and maintain the 'Safe Space' provision for disadvantaged students.	The 'Safe Space' provides a sensory and therapeutic space for students with high levels of SEMH to access when needed. Disadvantaged students with additional needs will have access to this space to support them in regulating their emotions and behaviours and allow them to return to their classrooms and engage in their learning.	Research shows that creating a positive, inclusive environment for all pupils removes barriers to learning and promotes high standards and the fulfilment of potential for all pupils. As a school with highly inclusive values, we wish to do our very best to enable all students to access a mainstream education. EEF SEND Provision	<ul style="list-style-type: none"> • Quality assurance of the therapeutic interventions provided in the Safe Space. • Analysis of safeguarding, behaviour and attendance data Mid- and End of Strategy Impact Review report	\$MM \$SB	£3,937 £3,770	Mid-strategy: May 2025 End of strategy: Oct 2025
3.5 Lead and deliver a whole-school strategy to raise the aspirations and engagement of BAME PP students through a BAME working group.	We will be able to strategically raise the profile, aspirations and engagement of BAME PP students through whole-school initiative, events and support. As a result, there will be improved, representational uptake of extra-curricular activities by BAME PP students; improved student self-efficacy and self-esteem; improved	Student voice suggests the need to deepen the sense of belonging for BAME students who live beyond the local community. National data and school outcomes indicate that BAME PP students underperform compared to their peers.	<ul style="list-style-type: none"> • Quality assurance reviews in measuring the impact of the BAME working group's action plan. • Analysis of behaviour, attendance and engagement data for BAME PP students. 	\$MK	£8,143	Mid-strategy: May 2025 End of strategy: Oct 2025

	<p>student attendance and behaviour data.</p> <p>In turn, BAME PP will engage more positively with the school and their education, and feel empowered to take risks in their learning, reach aspirational targets and improve their outcomes.</p>	<p>DfE Ethnicity Progress 8 analysis</p>	<ul style="list-style-type: none"> ● Student voice showing a positive recognition by students of the work being done in this area. <p>Mid- and End of Strategy Impact Review report</p>			
3.7 Provide basic resources for students who are most in need when required	<p>Remove barriers to attendance and engagement in school and learning by providing breakfast club, other food, uniform, travel money as required for PP students facing severe financial hardship.</p>	<p>Incidents of students requiring their basic needs to be met by the school have risen. These needs (food, clothing, travel) need to be met in order to allow disadvantaged students to engage with their learning.</p> <p>EEF Effects of Free School Breakfast</p>	<ul style="list-style-type: none"> ● Analysis of safeguarding logs to ensure that this is being put to use for the students who are most in need. <p>Mid- and End of Strategy Impact Review report</p>	DL CR	£8,000	Mid-strategy: May 2025 End of strategy: Oct 2025
3.8 Provide IT access for the most disadvantaged students in all year groups	<p>We will be able to provide laptops, dongles and other IT access to students who require support.</p> <p>As a result, our vulnerable and disadvantaged students are able to undertake remote/home learning successfully and be able to fully access their revision and independent work. This in turn will have a positive impact on their attainment and outcomes.</p>	<p>Incidents of students requiring support with IT equipment and access to the internet are increasing.</p>	<ul style="list-style-type: none"> ● An increase in the completion rates of home learning ● Analysis of home learning engagement data and progress. <p>Mid- and End of Strategy Impact Review report</p>	OM JSA	£15,000	Mid-strategy: May 2025 End of strategy: Oct 2025
3.9 Implement attendance-	<p>Disadvantaged students with poor attendance are supported to improve their attendance to school including</p>	<p>Attendance data demonstrates a need for targeted intervention for</p>	<ul style="list-style-type: none"> ● Analysis of overall attendance data including 	MV	£4,295	Mid-

specific mentoring and intervention	good parental communications. As a result, disadvantaged students' attendance in lessons improves, they are better able to access and engage with the curriculum and the gap between outcomes for PP students and all students closes over time.	individuals and small groups of students. EEF Attendance Interventions	persistent absence rates and broken weeks. ● Reviews of the impact and efficacy of the strategies and incentives implemented by the year teams. Mid- and End of Strategy Impact Review report			strategy: May 2025 End of strategy: Oct 2025
3.10 Subsidise compulsory curriculum visits, revision materials, educational equipment, and resources for PP students who are in most financial hardship.	Disadvantaged students will have subsidised access to the compulsory equipment and resources they need to engage with their learning in school (e.g. ingredients, art supplies), on compulsory visits (e.g. NEA fieldwork) and to support their independent study (e.g. revision materials). As a result, students will be able to fully engage in and access the curriculum and demonstrate their learning. This in turn will have a positive impact on student outcomes and uptake of different subjects at KS4.	Students should not be academically disadvantaged as a result of socio-economic circumstances at home. These financial barriers to equipment, materials and educational visits can prevent the most disadvantaged students from experiencing a broad and balanced curriculum, and achieving their full potential.	● Analysis of outcomes data for PP students. ● Uptake of PP students for curriculum trips. ● Student voice reflecting on impact of provision of materials. Mid- and End of Strategy Impact Review report	JSA OM	£15,000	Mid-strategy: May 2025 End of strategy: Oct 2025
3.11 Subsidise extra-curricular clubs, trips and activities for PP students who are in most financial hardship	Disadvantaged students will have subsidised access to extracurricular opportunities (clubs, trips, activities). As a result, students will be able to access the wider curriculum and develop their cultural capital. This in turn will have a positive impact on student engagement in	Research suggests that PP students have significant gaps in cultural capital compared to their non-disadvantaged peers. Engagement data suggests fewer students from disadvantaged backgrounds elect to take part in	● Analysis of data looking at uptake of PP students for curriculum trips and extra-curricular clubs. Mid- and End of Strategy Impact Review report	JSA OM	£5,000	Mid-strategy: May 2025 End of strategy: Oct 2025

	extracurricular activities and their sense of belonging in the community.	extracurricular clubs, trips and activities.				
3.12 Subsidise peripatetic music lessons and promote	PP students will be offered the chance for subsidised 1:1 music lessons to learn an instrument. As a result, disadvantaged students will develop a new skill and access greater cultural capital.	Research suggests that PP students have significant gaps in cultural capital compared to their non-disadvantaged peers. Music has been proven to have a positive impact on students' mental health and wellbeing, sense of community and wider cultural capital. DfE: The Power of Music to Change Lives	<ul style="list-style-type: none"> The uptake and perseverance of PP students learning an instrument through this peripatetic lessons <p>Mid- and End of Strategy Impact Review report</p>	RGE	£3,000 £3,600	Mid-strategy: May 2025 End of strategy: Oct 2025
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	£445,759