

Carisbrooke College Pupil premium strategy statement 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Carisbrooke College
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	24.7% (148)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025 3 year plan
Date this statement was published	Dec 2022
Date on which it will be reviewed	31 Dec 2023
Statement authorised by	Matthew Parr Burman
Pupil premium lead	Kirsty Jones
Governor / Trustee lead	Richard Bridgford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 145,780
Recovery premium funding allocation this academic year	£21,893
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	£ /

Part A: Pupil premium strategy plan

Statement of intent

Our intent: All pupils regardless of their backgrounds and their challenges make good progress and achieve good outcomes, enabling them to unlock their potential and aspire to bright futures.

We have high expectations and ambitions for all of our pupils regardless of their disadvantaged status. The focus of this strategy is to enable our vulnerable pupils to achieve their goals. To do this we consider the full range of challenges that they face.

High quality teaching is central to this strategy, our disadvantaged pupils frequently have lower reading ages than their chronological ages on entry and this prevents them from fully accessing text and responding effectively. Improving learning by focusing on literacy and metacognitive strategies is relevant to our pupils and is proven to have a good positive impact on closing the disadvantaged gap. These actions will benefit all students.

In KS3 we focus on developing reading, vocabulary, comprehension, problem solving and working memory skills of our pupils so that they are on an equal literacy and confidence footing with their peers going into KS4 and able to access the full curriculum offer.

In KS4 we focus on subject specific literacy development to enable all pupils to be able to understand the exam questions and then provide a full response so that they can achieve their target grades.

Education recovery for lost learning is essential to accelerate the progress of pupils whose education has been worst affected. We provide targeted support to pupils to provide additional learning time with subject specialist teachers in a number of ways.

Outside of the classroom providing pastoral support to improve attendance, behaviour and confidence are priorities for specific students.

Our approach is reflective of the needs of our cohort and also of the needs of our individual pupils, it is based on strong diagnostic assessment of need, sustainable application of SMART actions suitable for groups and individuals. To ensure effectiveness we will:

- ensure disadvantaged pupils are challenged in the work they are set.
- identify issues and needs and provide intervention for groups and individuals.
- adapt a focused approach to raise disadvantaged pupils expectations and their outcomes.

We are committed to narrowing the attainment and progress gap of our disadvantaged pupils over the life of the plan, improving their progress alongside sustaining the progress of other non-disadvantaged students. We will make adjustments in light of reviews as needed in order to maximise progress.

We have looked closely at recommendations from EEF, GOV.UK and our own internal reviews of PP actions when writing this document and have focused our strategy in line with the Federations wider school improvement plan.

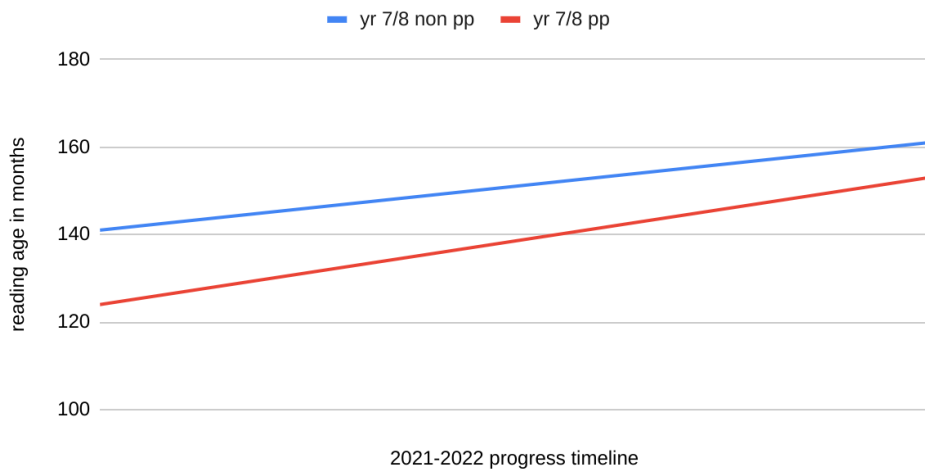
Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy and numeracy skills entering Year 7 are lower on entry for pupils eligible for PP than for other students (Source- CAT).</p> <p>A significant number of pupils don't have the necessary reading, stamina, language comprehension and vocabulary to access assessment questions and therefore lack the resilience to try (Source-Teacher feedback on pupils' levels of engagement and participation). This restricts them from making good progress in Key Stage 3. We need to remove this disadvantage so that we can capture all talent early and enable all students to access the KS4 curriculum without disadvantage.</p> <p>In 2021 Year 7 PP reading ages were -14months and all students were -2months at the end of testing, this was a significant disparity in ability on entry. 54 students were not yet reading at expected reading age (Source- NGRT).</p> <p>In 2022 Year 7 reading ages were +15 months on entry, PP students were +5 months. However 48 students on entry are reading at less than their chronological age. There is a wide range of reading ages on entry. There is a clear need to develop and embed literacy and comprehension further. (Source- NGRT).</p>
2	<p>Development of literacy and numeracy skills for Year 8 and 9 PP pupils has been negatively impacted by the Pandemic. There are clear gaps in knowledge. Pupils' reading, vocabulary and comprehension skills are lower than their peers, their working memories are shorter and they have less resilience and confidence than their peers.</p> <p>In 2021 Year 8 PP reading ages were -11 months and the cohort average was +1 month. 58 students were not yet at an appropriate reading age (Source- NRGT results). Year 9 PP reading ages were -9 months and the cohort average was -2 months, 48 students were not yet able to read and comprehend age appropriate texts.</p> <p>In the 2022 NGRT, the vast majority of students have made expected or better progress in reading comprehension. The average increase in reading ages is +6 (year 8-9) and + 9 (year 9-10) months additional progress this is inline with EEF projections.</p>

NGRT results 2021-22

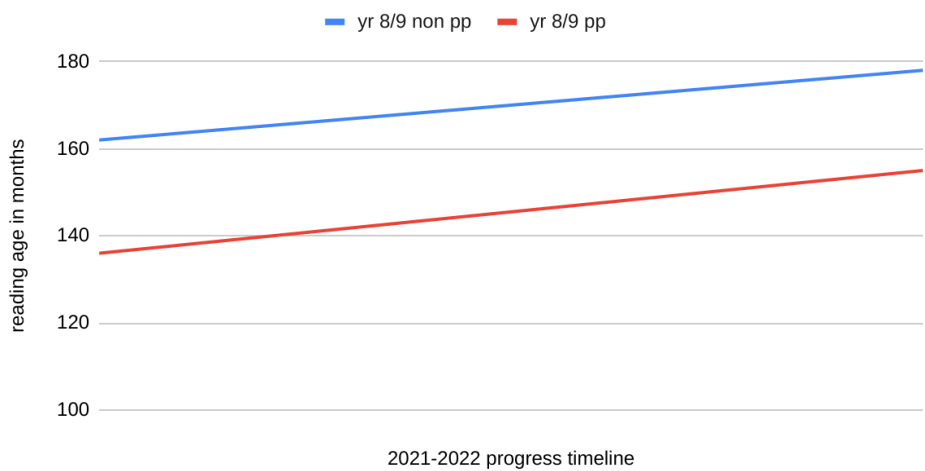
this chart tracks the progress of Yr 7 KS3 PP and Non PP students over one year.



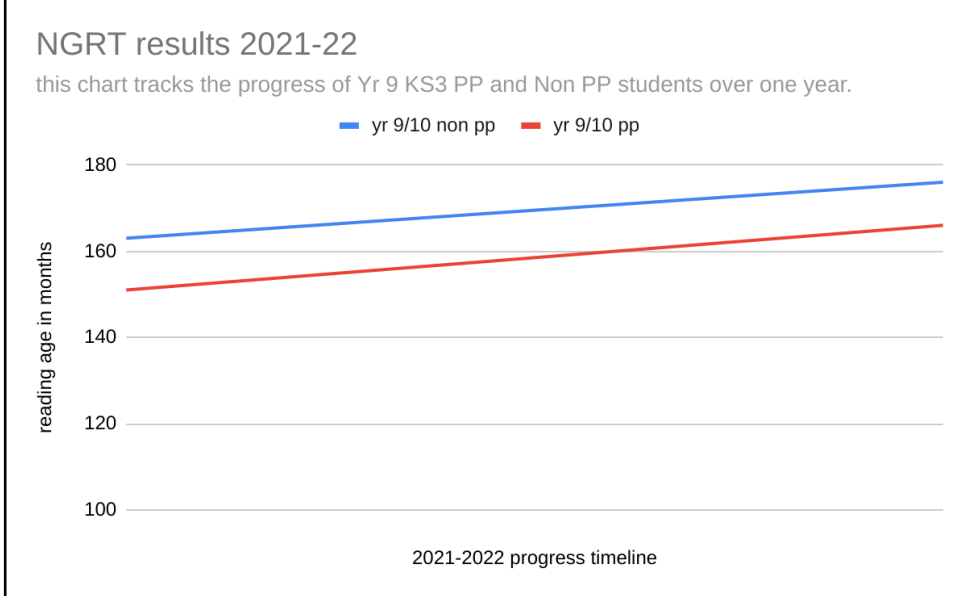
The graph above tracks the progress of our current year 8 last year. All students as a group are now +8 months. PP students are +3. Last year 99 (84%) of students made expected or higher than expected progress. This shows the positive impact of our work on literacy so far. Currently 42 students' reading skills are lower than their chronological age.

NGRT results 2021-22

this chart tracks the progress of Yr 8 KS3 PP and Non PP students over one year.



The graph above tracks progress of our current year 9 last year. This year group is currently +7 months. PP students are -7 months. Last year 81 (68%) of students made expected or better progress. More evidence of progress, but more work to be done as gaps in knowledge are still clear. Currently 49 students' reading skills are lower than their chronological age and 15 of these students are PP.

	<p>NGRT results 2021-22 this chart tracks the progress of Yr 9 KS3 PP and Non PP students over one year.</p>  <p>The graph above tracks the progress of our current year 10's last year when they were going through their final year of KS3. Students exit tests show PP students' average reading age was +0 months (age appropriate reading age attained), average reading age for the year group was +7 months.</p> <p>There is a continuing need to support literacy in all KS3 year groups as a number of students are not yet age appropriate readers and other readers need to focus on embedding and practising specific comprehension skills.</p>
3	<p>Our current KS4 pupils who are eligible for PP made less progress than other pupils in their year groups last year across a range of subjects. This is a key group of youngsters with lower literacy skills than their peers, less confidence and less willingness to persevere. These barriers are negatively impacting their ability to do well in assessments and exams.</p> <p>In 2021 There was more than 0.6 of a grade negative gap on average across English and Maths and other subjects for disadvantaged pupils and their non-disadvantaged peers (Source- School's internal subject progress data).</p> <p>Year 10 2021/2022 A8 first assessment: All 30.16, Non PP 31.56 PP 25.75. PP gap of 5.81 (0.6 of a grade). By the last assessment of year A8 there was an average improvement of 0.5 of a grade. Filling gaps in lost learning and raising literacy skills have reduced the speed of progress, whilst students' knowledge and skills are developing effectively for GCSE.</p> <p>Year 11 2021/2022 A8 results show that we are improving outcomes for our students. A8 results are 38.5 up 3.24 points from 2019. Non PP is 36.04 and PP is 30.29. there is a gap of 5.75 (0.6 of a grade) . Unfortunately there is no previous data regarding PP for comparison due to the cyber attack on the school. Results need to be higher to reach and then go beyond FFT 50 and FFT 20 and that is why we are continuing to develop literacy and build on our KS3 successes.</p>
4	<p>Pupils with significantly lower phonics skills and lower reading ages struggle to engage in their learning (Source- NGRT and Teacher feedback on pupils levels of engagement and participation).</p> <p>In 2021 10 students were identified initially through NGRT and then through LASS as having very low phonics skills average reading age 7.06. Students worked with phonics coordinator and trained read write LSAs and reading ages improved to ave. Reading age of 9.02. the programme will continue to run and comprehension tasks will be added to secure knowledge.</p>

	In 2022 10 more students were identified through NGRT and then LASS as low skill readers. They have reading ages between 5:10 and 7:09 (6:10 average).
5	<p>Attendance rates for PP pupils are lower than NA for all students. reduced school hours causes pupils to fall behind in their education.</p> <p>Attendance data since September 2021 indicates that attendance among disadvantaged pupils has been between 3-4 % lower than for non-disadvantaged pupils. PP 85.6% and Non PP 89.7% (Source- FFT Attendance data).</p> <p>In 2022 attendance YTD (Nov 2022) has improved to 92.6% Non PP 94.5%, but PP is 86.1%. conversations with parents and their children stress anxiety about returning , and lost learning have been identified as barriers to attendance.</p>
6	<p>For a small minority of identified pupils, progress, attainment and positive behaviour for learning are identified challenges, often this is accompanied by attendance rates that are lower than NA (Source- Schools rewards and behaviour points and attendance data).</p> <p>3387 average rewards per week, 405 average BfL per week, 34 students isolated/ excluded on 80 occasions totalling 215 days. We are working with identified pupils to develop positive relationships with others and to improve their self belief and self esteem so that each one can achieve their best possible results and improve their opportunities for their future.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. High levels of progress in literacy for Year 7 eligible for PP.</p> <p>Develop an enjoyable and engaging culture of reading where pupils read widely and often, with fluency and comprehension appropriate to their age</p>	By the end of our current plan NGRT demonstrates improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non- disadvantaged peers.
<p>2. High levels of literacy progress for Year 8 and 9 pupils eligible for PP.</p> <p>Enable pupils to gain the knowledge and language comprehension skills necessary to read and communicate effectively.</p>	By the end of our current plan NGRT demonstrates improved reading and comprehension ages, so that by the time KS3 students graduate to KS4 the gap in the above measure between disadvantaged students and their peers will be 0. This will enable them to fully access the GCSE curriculum Staff and student questionnaires provide useful feedback on literacy engagement, enjoyment and progress.
<p>3. High levels of progress for year 10 and 11 pupils eligible for PP funding and other vulnerable pupils who are underachieving.</p> <p>Enable pupils to gain the knowledge and language comprehension skills necessary to read and communicate effectively</p>	High levels of progress among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their peers, in 2024/25 the following measures will be aimed for relating to disadvantaged students . Our ambition is for results to come back in line with at least FFT 50 with the majority number of subjects attaining FFT 20 targets by 2024 .This year results saw a move back in that direction.

<p>4. Improve the reading ages of students with low reading and literacy skills.</p>	<p>NGRT demonstrates improved reading and comprehension skills among identified groups of lower ability readers who are disadvantaged pupils and a smaller disparity between the scores of these disadvantaged pupils and their non-disadvantaged peers.</p>
<p>5. Increase attendance rates for students from disadvantaged groups.</p>	<p>Sustained high attendance by 2024-2025. The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. The percentage of all pupils who are persistently absent being at 10% (Source-www.compare-school-performance.service.gov.uk).</p>
<p>6. For identified students improve rates of progress, raise attainment and demonstrate positive behaviour for learning including improved attendance rates.</p>	<p>Improved levels of progress achieved by identified disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their peers, so that the gap reduces from 1.1 grades at the current time to 0.25 of a grade by 2024-2025.</p>

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: £34,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and utilise high quality diagnostic assessments to target interventions at KS3</p> <p>NGRT identifies reading ages of pupils. NGRT testing nationally recognised accurate indicators of levels of reading ages.</p> <p>We use NGRT reading ages to share implications of reading levels to learning in CPD with intent to raise awareness of barriers to learning amongst all staff.</p> <p>NGRT data is shared with teachers and tutors to support teach First strategies.</p> <p>NGRT results are shared with parents/ guardians to develop good school/ home relationships and encourage focused</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> <p>The diagnostic test package we implement has been developed by GL assessments. The data provided from the assessments allows us to target interventions towards KS3 students to ensure they are 'caught up' by KS4. https://www.gl-</p>	<p>1; 2</p>

support when home learning.	assessment.co.uk/assessments/products/ks3-assessment-package/	
<p>Develop high quality reading culture during tutor time to model engagement in reading culture</p> <p>3 year reading and literacy development programme running in tutor times in Key Stage 3 to promote the importance of oracy and developing reading levels through reading aloud and follow on discussion strategies.</p>	<p>Reading comprehension combined with oral language development develop skills and understanding and use of language +6 months of additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1; 2
<p>Continue to develop rolling programme of new reading resources and provision</p> <p>Fully resourced libraries including appropriate books, subject specific books and related literature for extended learning.</p> <p>Employment of librarian and library assistant to lead library provision, intent on developing a positive reading culture for all students.</p> <p>Regularly updated current reading materials for use in library lessons and tutor time reading.</p>	<p>Mastery learning + 5 additional months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1; 2
<p>Continue to develop a CPD model that addresses teaching and learning of literacy.</p> <p>Development of literacy SKU in each Faculty. Reviews of each faculties individual positions is undertaken by leads and a HIAS literacy expert. Subjects often have similar issues, but also identify their own specific issues for reading comprehension and create their own specific areas for development to accelerate reading and comprehension skills.</p> <p>Specific CPD programme for the coming year will cascade every half term from faculty leader support sessions.</p> <p>Curriculum planning CPD to ensure literacy focus is embedded.</p>	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1; 2; 3; 4
<p>Collaborative motivation events</p> <p>For Year 7 pupils with CAT scores between 90-95. This is a key group of often disadvantaged and disengaged individuals.</p>	<p>Collaborative learning approaches +5 additional months.</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1

	learning-toolkit/collaborative-learning-approaches#:~:text=outcome%20or%20goal.-.How%20effective%20is%20the%20approach%3F,to%20get%20the%20detail%20right.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £162,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of specialist teachers and tutors to provide 1 to 1 and small group subject support Using in school and NTP online tutors for identified pupils requiring core subject support. 15 hours per student.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2; 3; 4
<p>Create a 1 to 1 tutor support programme. Using in school and NTP online tutors for identified pupils requiring core subject support. 15 hours per student.</p>	<p>One to one tuition +5 additional months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2; 3; 4
<p>Small focus classes in English and Maths. For lowest 10% CATs score in year group. Specialist intervention teacher who will over teach core skills. Pupils achieving required levels will return to English and Maths classes with their skills embedded.</p>	<p>The data produced from the GL assessments in KS3 identified a group of students that could not access the normal school curriculum. Their current skills in English and Maths are far too low to engage effectively in lessons. The decision to do this is supported by the following evidence:</p>	4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p>	
<p>Develop phonics programme Teaching sessions for identified pupils to support phonics development and fill gaps in knowledge using the “Read Write” programme.</p> <p>Fully resourced phonics programme including appropriate resource, including creation and new phonics co-ordinator post, responsible for training LSA team, reviewing and assessing progress.</p>	<p>Phonics 5+ additional months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
<p>Develop reading interventions through the accelerated reader programme.</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	

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

Budgeted cost: £64,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a Tutor programme with attendance and rewards focus.</p> <p>Once a week tutors highlight the importance of good attendance and support tutees to review their performances, this includes attendance tracking conversations.</p>	<p>Disadvantaged students' current attendance and PA is higher than their peers. Attendance monitoring and interventions are required.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Continue attendance rewards In assemblies.</p> <p>Celebrating and raising the profile of the importance of good attendance.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
<p>Continue attendance interventions based on weekly data analysis.</p> <p>Employment of attendance officer to monitor and promote attendance and to engage in improving attendance of identified pupils.</p>	<p>Many disadvantaged students particularly in KS3 find it difficult to regulate their behaviour. In response to this we have non-teaching heads of year who support students through mentoring.</p> <p>The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5
<p>Develop an effective behaviour mentoring programme to help students manage their behaviour.</p> <p>Pastoral leads in charge or mentoring.</p> <p>Behaviour data analysis.</p>	<p>Many disadvantaged students particularly in KS3 find it difficult to regulate their behaviour. In response to this we have non-teaching heads of year who support students through mentoring.</p> <p>The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	6

Total budgeted cost: £ 261,653

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 and 2021 to 2022.

This outcomes review looks at the impact of spending of Pupil Premium Grant 2021/ 2022 and tracks progress so far on our three year plan.

COVID 19 loss of learning impact “Disruption to schooling between March 2020 and April 2021 was unprecedented in its scale, with most pupils missing over half of their expected days in the classroom. Considering learning undertaken both at home and in the classroom, pupils on average lost around a **third** of the learning they would have benefited from if the pandemic had not happened.” (Source - LSE COVID 19 edited extract 2021.

In the summer break of 2021, the Federation was the victim of a devastating criminal cyber attack, meaning that the schools IT system, including MIS, lesson plans, schemes of work, teaching resources, administrative systems, assessment data and student work were unrecoverably encrypted, which included back-ups. This resulted in a complete rebuild of systems and documents from the ground up. Despite this, staff were determined that the students would be impacted as little as possible.

Our ambition is for results to come back in line with FFT 50 by 2023 for the majority of subjects with some subjects attaining FFT 20 targets. This year results saw a move back in that direction.

Levels of progress in literacy for Year 7 are improving for all students including those eligible for PP. At the beginning of this plan in 2021, Year 7 PP reading ages were -14months and all students were -2 months, this was a significant disparity in ability on entry. 54 students were not reading at the expected age on entry.

By Year 8, all students as a group were +8 months. PP students were +3. (84%) of students made expected or higher than expected progress. This shows the positive impact of our work on literacy so far. Currently 41 students' reading skills are lower than their chronological age.

This year our new intake Year 7 reading ages are +4 months on entry, PP students are also +4 months. However within the cohort we have identified that 50% (58 students) on entry are reading at less than their chronological age and this is why this strategy will continue (Source of data - NGR).

Levels of literacy progress are also improving in Year 8 and 9 pupils eligible for PP.

In 2021 Year 8 PP reading ages were -11 months and the cohort average was +1 month. 58 students were not yet at an appropriate reading age (Source- NRG results). Year 9 PP reading ages were -9 months and the cohort average was -2 months, 48 students were not yet able to read and comprehend age appropriate texts.

By 2022 NGR tests, the vast majority of students had made expected or better progress in reading comprehension. The average increase in reading ages is +6 (year 8-9) and + 9 (year 9-10) months additional progress this is inline with EEF projections.

In Year 7/8, All students as a group are +7 months. PP students are +3. Last year 99 (84%) of students made expected or higher than expected progress. This shows the positive impact of our work on literacy so far. Currently 42 students' reading skills are lower than their chronological age.

In Year 8/9, all students as a group are +7 months. PP students are -7 months. Last year 81 (68%) of students made expected or better progress. More evidence of progress, but more work to be done as gaps in knowledge are still clear. Currently 49 students' reading skills are lower than their chronological age and 15 of these students are PP.

In Year 9/10 entering GCSE students exit tests showed PP students' average reading age was +0 months (age appropriate reading age attained), average reading age for the year group was +7 months. There is a continuing need to support literacy in this year group as a number of students are not yet age appropriate readers and other readers need to focus on embedding and practising specific comprehension skills.

There is a continuing need to support literacy in these year groups, this is why this strategy will continue.

The progress of KS4 students shows an improving trend based on the last set of externally verified exams in 2019.

Year 10 2021/2022 A8 first assessment: All 30.16, Non PP 31.56 PP 25.75. PP gap of 5.81 (0.6 of a grade). By last assessment of year A8: All 32.53, Non PP 33.05, PP 30.57, gap of 2.48 (0.25 of a grade) average improvement of 0.5 of a grade. Filling gaps in lost learning and raising literacy skills have reduced the speed of progress, whilst students' knowledge and skills are developed effectively for GCSE.

Year 11 2021/2022 A8 results show that we are improving outcomes for our students. A8 results are 38.5 up 3.24 points from 2019. Non PP is 36.04 and PP is 30.29, this is a gap of 5.75 (0.6 of a grade). Unfortunately there is no previous data regarding PP for comparison due to the cyber attack. Results need to be higher to reach and then go beyond FFT 50 and FFT 20 and that is why we are continuing to develop literacy and build on our KS3 successes.

The gap between disadvantaged students and their peers has to be due to the impact of school closures in relation to the pandemic. Lack of engagement from large proportions of disadvantaged pupils resulted in them not accessing their learning compared to their peers. Attendance of disadvantaged pupils during lock down was around 57%. Although curriculums were adapted and interventions put in place there was never enough time to catch up all the 'lost learning' that happened during lockdown. As a result the attainment and progress gap has widened despite the highly effective online and altered curriculum put in place post lockdown. This is a similar picture nationally. This is why teaching and learning focusing on designing and implementing literacy effectively in the curriculum has such a big focus in this plan.

The reading ages of students with low reading and literacy skills is improving

NGRT demonstrates improved reading and comprehension skills among identified groups of lower ability readers. In 2021 10 students were identified initially through NGRT and then through LASS as having very low phonics skills (the average reading age was 7.06.) Students worked with phonics coordinator and trained read write LSAs and reading ages improved to ave. Reading age of 8.02. The programme will continue to run and comprehension tasks will be added to secure knowledge for these students.

In 2022 10 more students were identified through NGRT and then LASS as low skill readers. They are starting with reading ages between 5:10 and 7:09 (6:10 average) this is why phonics continues to be a focus on this plan.

Attendance rates for students from disadvantaged groups have improved slightly, but the gap between the groups has increased as Non PP students attendance is rising faster.

Attendance data analysis since September 2021 showed that attendance among disadvantaged pupils was between 4 % lower than for non-disadvantaged pupils. PP 85.6% and Non PP 89.7% (Source- Attendance data).

In 2022 attendance YTD has improved as a result of actions undertaken, it is currently at 92.6% and this is inline with national average. The overall attendance of disadvantaged pupils is lower at 86.1%. This is significantly below the national average of 92% for disadvantaged students and way below the % attendance of disadvantaged students during the 2019/2020 academic year at 93.6%. Student voice and interactions with parents identified anxiety in returning to school post lockdown. This is why

attendance and wellbeing is a priority in this year's plan (Source-www.compare-school-performance.service.gov.uk).

For identified students improve rates of progress, raise attainment and demonstrate positive behaviour for learning including improved attendance rates.

Year 11 2021/2022 A8 result 38.5 up 3.24 points from 2019. Non PP 36.04 PP 30.29 gap of 5.75 (0.6 of a grade) no previous data regarding PP is available comparison due to cyber attack. Results need to be higher to reach the national average and then go beyond.

Analysis of behaviour data from the 2021/2022 academic year has shown removal from lessons and fixed term exclusions (there is no comparable data available). This is possibly due to the conflict between the high expectations teachers are expecting in their lessons and the lack of structure that particularly KS3 students have experienced over the past few years due to lockdown. This is why behaviour and wellbeing are a focus in this year's strategy.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.