

Pupil premium strategy statement – Middlewich High School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	701
Proportion (%) of pupil premium eligible students	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lydia Naylor, Headteacher
Pupil premium lead	Sarah Colclough, Deputy Headteacher
Governor / Trustee lead	Julie Brandreth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,285
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£48,297
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	£204,582

Part A: Pupil premium strategy plan

Statement of intent

Our school values of “Aspire, Believe, Belong” mean that all students, regardless of background, belong to our school community and we aim for them to aspire to be the best version of themselves, as well as believe that they can achieve whatever they set out to achieve.

In line with the school vision of “Excellence in Learning, Achievement for All”, our aim is to use pupil premium funding to improve attainment for disadvantaged students so that outcomes are consistent with non-disadvantaged students nationally.

The three-year strategy addresses common challenges that are preventing disadvantaged students from higher attainment. Diagnostic assessment and a wide range of internal data and evidence also identifies specific barriers and informs development of the strategy.

Quality first teaching is at the forefront of our approach to addressing these barriers. Our evidence informed strategies include, but not limited to, ‘amplifying the signal,’ lesson sequencing, and the importance of thinking, which support all learners but especially disadvantaged and students with SEND to achieve well and succeed.

To ensure all students will be able to access and make strong progress through our broad and balanced curriculum, core components of our strategy are:

- **Early identification and intervention** based on student need, which includes both academic and wider challenges such as attendance
- Relentless focus on development of **quality first teaching**, assessment, and curriculum planning.
- **Explicit teaching of key knowledge** with opportunities for students to regularly retrieve knowledge and **make connections** to previous learning.
- **Planned literacy opportunities**, including deliberate vocabulary instruction, opportunities and scaffolding for oracy.
- **Collective responsibility** of improving attendance and student culture inside and outside the classroom, using consistent expectations, routines and language.
- Effectively working with parents and carers

As we have high numbers of vulnerable students, such as those with special educational needs, or those who are accessing the Early Help team, the activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes and Progress</p> <p>The progress of disadvantaged students', historically and nationally, is below that of their more privileged peers</p> <p>Our GCSE basics including English and Maths targets for the school are:</p> <ul style="list-style-type: none"> - Grade 7+ - 6.9% - Grade 5+ - 42.8% - Grade 4+ - 75.2% <p>In the current 2024 cohort, 60% of our disadvantaged students have Basics targets of 9-4 or above in English and Maths.</p>
2	<p>Literacy</p> <p>Disadvantaged students' have lower baseline starting points especially in literacy.</p> <p>Assessments and observations consistently indicate that our disadvantaged cohort have lower levels of reading fluency and comprehension than their peers. As part of this, vocabulary knowledge of tier 2 and tier 3 will be embedded across the curriculum, supporting students' progress.</p> <p>On entry to Year 7, our disadvantaged students have SATs scores of below national average/expected standard compared to our non-disadvantaged students, who have scores above national average</p>
3	<p>Numeracy</p> <p>Disadvantaged students' have lower baseline starting points especially in numeracy.</p> <p>Assessments and observations consistently indicate that our disadvantaged cohort have lower levels of numeracy skills and higher maths anxiety.</p> <p>On entry to Year 7, our disadvantaged students have significantly lower SATs scores in Mathematics, below the national average, when compared to their non-disadvantaged students.</p>
4	<p>Attendance and Persistent Absence</p> <p>In the 2023/2024 academic year our disadvantaged students' attended school less frequently than our non-disadvantaged students'. specifically SEND disadvantaged students' persistent absence.</p>

	<p>The persistent absenteeism of disadvantaged students, compared to national figures, is currently 5% worse.</p> <p>Attendance remains a focus. Student absence from school is a real barrier to high attainment. Persistent absence is a key challenge.</p> <p>At present, there is a clear attendance gap between our pupil premium and non pupil premium students. Our persistent absenteeism is above the national average.</p>
5	<p>Self-regulation and attitude to learning</p> <p>Assessments and observations show that some students need to further develop their self-regulation skills, as at times, this can impact upon work completion and behaviour inside and outside the classroom.</p>
6	<p>Student wellbeing and mental health</p> <p>Student voice and surveys across the school, observations and discussions with students and families have identified social and emotional issues for students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment.</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. Improved GCSE attainment, including achievement in the English Baccalaureate (EBacc) Higher proportion of disadvantaged students, including those with SEND, having GCSE outcomes in line with or above national average in key performance measures.</p>	<p>GCSE Basics including English and Maths targets:</p> <ul style="list-style-type: none"> ● Grade 7+ - 6.9% ● Grade 5+ - 42.8% ● Grade 4+ - 75.2% <p>There will be a significant narrowing of the gaps between the progress of disadvantaged students and their non-disadvantaged peers.</p> <p>Quality Assurance (both internal and trust-wide) demonstrating strong use of formative assessment and informing the next steps in students' learning.</p> <p>All students' knowledge gaps are addressed, all disadvantaged students, including those with SEND, make strong progress throughout the curriculum.</p> <p>Implementation of a more effective feedback policy, focussing on all students, including those who are disadvantaged and/or with SEND, developing their conceptual knowledge with timely, meaningful and purposeful feedback.</p>
<p>2. Improve decoding, oracy, fluency, vocabulary knowledge and comprehension among disadvantaged students across KS3 & KS4.</p>	<p>A significant and continuous increase in the number of students who have a reading age in line with their chronological age.</p> <p>A development of a love of reading across the curriculum, so students can access more in and out of their academic lives.</p> <p>Currently, there is an average of 39 students in a year group who have a reading age of 5 years or more below their chronological age. On average, 60% of these students are disadvantaged.</p> <p>Students confidently use tier 2 and tier 3 vocabulary in a variety of contexts, both within subjects and across subjects.</p> <p>Secure subject knowledge supports application of literacy skills and decoding.</p>

	<p>Students demonstrate effective communication in their writing, by use of extended writing, and examples of disciplinary writing, across the curriculum.</p> <p>Students will determine the difference between examination-based extended writing, and the development of extended writing throughout the key stages, using single paragraph outlines, kernel sentences and “Because, But, So” as techniques for improving the writing of all.</p> <p>Historically, pupils that are disadvantaged are more likely to do poorly on extended writing questions, as well as be able to communicate their theories and concepts via extended writing, thus leading to a greater attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>Students confidently speak with knowledge and pride about their academic learning, as well as other elements of their lives</p> <p>Students improve their speech against the Oracy Skills Framework, looking at strengthening areas of physical, linguistic, cognitive and social and emotional oracy.</p>
<p>3. Improve numeracy skills and skills for life, reducing maths anxiety, among disadvantaged students across KS3 & KS4.</p>	<p>Numeracy plan to be embedded across Personal development, including planning for financial literacy.</p> <p>CPD to ensure consistent approach of mathematical teaching and thinking in non-mathematical subjects</p> <p>Continued mixed ability teaching in KS3/KS4 to ensure attainment gaps do not widen</p> <p>Effective use of manipulatives and representations across the curriculum, so all students, including those disadvantaged and/or with SEND.</p>
<p>4. Improve overall attendance and reduce the amount of persistent absenteeism, particularly amongst those disadvantaged students with SEND.</p> <p>Higher proportion of disadvantaged students, including those with SEND, having attendance figures in line with or above national average in key performance measures, provided by FFT.</p>	<p>Students understand the importance of good attendance to school.</p> <p>Whole school attendance will be no lower than 95%, with 97% or above being our goal.</p> <p>Persistent absence will be below FFT Aspire national average.</p> <p>There will be no gaps between the attendance & persistent of disadvantaged and vulnerable students in comparison to their peers.</p>



<p>5. Improve self-regulation and metacognition amongst all students, including disadvantaged students.</p>	<p>There will be no significant difference between the number of behaviour incidences of disadvantaged students and their non-disadvantaged peers.</p> <p>Behaviour data, observations, teaching and learning information and student attainment will evidence that:</p> <p>Students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process</p> <p>Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects</p> <p>Revision strategies will be in place for supporting learning</p> <p>Curriculum plans will evidence metacognition strategies</p>
<p>6. Increased opportunities to engage in personal development, both in academic subjects and to increase cultural capital of all students, including disadvantaged students.</p>	<p>Observations, student voice and student attainment will show that:</p> <p>Students have greater aspirations due to career information, advice and guidance that meets all the Gatsby benchmarks.</p> <p>Students have a greater chance of having further academic experiences, such as visits to post-16 education settings.</p> <p>Students have more opportunities to attend trips and experiences to increase cultural capital, such as a Year 7 trip to London.</p>
<p>7. Nurture, protect, and grow all students' mental health and resilience, including disadvantaged students.</p>	<p>The Personal Development curriculum will be both challenging and supportive of student's wellbeing and mental health</p> <p>Improved referral systems so students can access the right level of wellbeing initiatives and/or support in school</p> <p>All students recognising that school is a safe environment</p> <p>Sustained high levels of student wellbeing as evidenced by:</p> <p>Qualitative data from student voice, surveys and teacher observations</p> <p>Attendance data</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: £ 66,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Self regulation</p> <p>Explicitly teach students how to plan, monitor and evaluate their learning.</p> <p>Teachers use cognitive questioning.</p> <p>Students are taught effective learning strategies such as the use of retrieval practice, interleaving etc., to support revision.</p> <p>Revision Skills and exam readiness</p> <p>Alumni programme embedded</p> <p>Develop staff expertise and knowledge of student need via student focus.</p> <p>Further diagnostic assessment of student need supports targeted interventions with a focus upon zones of regulation and learning behaviours.</p> <p>Personal development reviewed.</p> <p>Embed new role- Associate AHT - Character and Aspiration, Student Leadership Lead, Aspire Lead.</p> <p>Implementation of new Form Time Schedule including focus on motivational strategies, Well-being, Challenge, Rewards.</p> <p>Explicit focus on attendance</p> <p>Rewards</p> <p>Role of Form Tutor addressed</p>	<p>Metacognition and self-regulation</p> <p> Toolkit Strand Education Endowment Foundation EEF</p> <p>Further diagnostic assessment of student need supports targeted interventions with a focus upon zones of regulation and learning behaviours.</p> <p>For students who need more intensive support with their behaviour, a personalised approach is recommended. See EEF Improving Behaviour in Schools – Recommendation 5 Targeted approaches</p> <p>Revision and Exam preparation.</p>	<p>4. Improve overall attendance and reduce the amount of persistent absenteeism, particularly amongst those disadvantaged students with SEND.</p> <p>5. Self-regulation and attitude to learning.</p>



<p>Form time - 3 revision strategies delivered to all years.</p> <p>Evidence in lessons.</p> <p>Lesson planning.</p> <p>Home-learning policies.</p> <p>Develop the role of the TLC - parental communication.</p>		<p>1.Outcomes and Progress.</p>
<p>Oracy programme implemented</p> <p>Curriculum plans show oracy development.</p> <p>Oracy lead appointed May 2024, for focus for the next academic year and ongoing.</p> <p>5 Ps of Oracy - Pitch, Posture, Pause, Projection, Pace.</p> <p>Sentence Stems and Talk Tactics used by all teachers as part of oracy work. Resources provided to support discussion in lessons - consistent approach.</p> <p>Whole school has a consistent approach to language - “Everyone is an expert”</p> <p>Opportunities for oracy developed across school and development of across school oracy framework</p>	<p>Voice 21 Our Oracy Frameworks 1</p> <p>Deepening knowledge through vocabulary learning: https://my.chartered.college/impact_article/deepening-knowledgethrough-vocabulary-learning</p>	<p>2. Improve decoding, oracy, fluency, vocabulary knowledge and comprehension among disadvantaged students across KS3 & KS4.</p>
<p>Literacy</p> <p>Reading plans - cross-curricular.</p> <p>Tier 2/3 vocabulary.</p> <p>FRAYER model</p> <p>Cross-curricular plan addressing deliberate vocabulary instruction</p> <p>Identification of tier 2 and tier 3 vocabulary across the curriculum</p> <p>Vocabulary lists for each subject</p> <p>FRAYER model usage</p> <p>Use of vocabulary in reading, writing and oracy</p> <p>Implementation of Reading programme - Intensive reading session - 30 sessions. (Laura Kaye - national reading programme)</p> <p>Identified PP students (Red and Amber cohorts). All students at KS3 and KS4 to access programme</p>	<p>Levelling the Playing Field. Blog by Durrington Research School - https://researchschool.org.uk/durrington/news/levelling-theplaying-field</p> <p>Deepening knowledge through vocabulary learning: https://my.chartered.college/impact_article/deepening-knowledgethrough-vocabulary-learning</p> <p>Students can struggle with decoding words, understanding the structure of language used, or understanding subject specific vocabulary.</p>	<p>1. Improved GCSE attainment, including achievement in the English Baccalaureate (EBacc).</p> <p>2. Improve decoding, oracy, fluency, vocabulary knowledge and comprehension among disadvantaged students across KS3 & KS4.</p> <p>4. Improve overall attendance and reduce the amount of persistent absenteeism, particularly amongst those</p>

<p>where applicable. (Delivered via English department and identified staff)</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>disadvantaged students with SEND.</p> <p>5. Improved reading age (Red groups (2 below chronological / Amber groups 0-2yrs)</p> <p>Data to show narrowing of reading gap.</p>
<p>Numeracy</p> <p>Cross-curricular plan addressing numeracy, e.g Financial literacy.</p> <p>Cross- curricular plan in place.</p> <p>Numeracy Lead in place with clear brief.</p> <p>Explicit teaching techniques to ensure consistency of numeracy across the curriculum</p> <ul style="list-style-type: none"> - CPD - Medium term plans. 	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 – GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>KS2_KS3_Maths_Guidance_2017.18pdf (educationendowmentfoundation.org.uk)</p>	<p>3.Improve numeracy skills and skills for life, reducing maths anxiety, among disadvantaged students across KS3 & KS4.</p>
<p>Continue to develop leadership at all levels with a focus on key cohorts.</p> <p>Embed new role of Associate AHT - Character and Aspiration.</p> <p>Appointment of Student Leadership Lead to work alongside Aspire Lead.(Focus on opportunity beyond the classroom)</p> <p>Common language used by staff and students. (written documentation e.g SPSE)</p> <p>Deployment of staff.</p> <p>Trauma informed.</p>	<p>The EEF Guide to the Pupil Premium (2023)</p>	<p>1. Improved GCSE attainment, including achievement in the English Baccalaureate (EBacc).</p> <p>4. Higher proportion of disadvantaged students, including those with SEND, having attendance figures in line with or above national average in</p>



<p>All staff follow a trauma informed approach to dealing with all students, thus students succeed more in school</p>		<p>key performance measures, provided by FFT.</p>
<p>Developing high-quality teaching, assessment and a curriculum which responds to the needs of students:</p> <p>RSLs develop metacognition through: PLCs to be used for all KS4 students</p> <p>Knowledge organisers to be in place for all subjects in KS3</p> <p>CPD in place for Learn to learn strategies for students.</p> <p>Learning behaviours incorporated into ATL grading descriptors and evident within learning walks</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.'Pupil Premium: EEF Evidence brief</p> <p>Research indicates that supporting high quality teaching improves outcomes with students with SEND.</p>	<p>5. Self-regulation and attitude to learning.</p>

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

Budgeted cost: £ 69,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal alternative Provision developed to support early intervention:</p> <ul style="list-style-type: none"> -Teens and Tots programme introduced to support disaffected Year 9 girls - Rowing club 	<p>https://www.power2.org/impact-report</p> <p>Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/mentoring</p>	<p>5. Improve self-regulation and metacognition amongst all students, including disadvantaged students.</p> <p>7. Nurture, protect, and grow all students' mental health and resilience, including disadvantaged students.</p>
<p>Targeted Academic Interventions</p> <p>Literacy interventions in place to support students reading, writing and oracy</p> <p>SIL Reading Programme for the development of students with the lowest reading ages from Year 7 to Year 10</p> <p>Reading Buddies Programme for KS3 students</p> <p>Success Guarantor programme across KS3/4</p> <p>Phonics Screening based on STAR Reading results</p> <p>Numeracy interventions including the use of financial numeracy and literacy</p> <p>Curriculum-wide intervention on the consistent approach of numeracy</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Reading comprehension strategies are high impact on average (+6 months)</p> <p>York Assessment of Reading Comprehension (YARC) – component skills are broken down to precise areas to target.</p> <p>https://www.glsassessment.co.uk/assessments/products/yarc/</p> <p>Improving Literacy in Secondary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>2. Improve decoding, oracy, fluency, vocabulary knowledge and comprehension among disadvantaged students across KS3 & KS4.</p>
<p>Effective Learning Strategies:</p>	<p>Effective learning strategies including retrieval practice, interleaving and spaced practice.</p>	<p>5. Improve self-regulation and metacognition</p>

<p>Year 11 Information Evening supports students and parents to practise effective learning strategies.</p> <p>Year 7 Information Evening supports additional discussions about learning behaviours.</p> <p>Year 7-11 Parents' Evenings support additional discussions about progress, attendance, and learning gaps.</p> <p>Parent Engagement calendar provides opportunities for parents to attend additional workshops about how to support their child with reading and maths.</p>	<p>https://www.learningscientists.org/downloadable-materials</p> <p>Research suggest providing practical strategies to parents to support learning at home may be more beneficial to student outcomes.</p>	<p>amongst all students, including disadvantaged students.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Behaviour</p> <p>Increased presence on corridors through the addition of On Call/interventions LP</p> <p>Ongoing training supports all staff to understand their leadership responsibilities, and consistent approach to ensuring students attend well and develop good learning behaviours.</p> <p>Partnership with MHST support developed including parenting support, student signposting and interventions MHST referrals</p> <p>Planned calendered events for mental health</p> <p>Attendance process and policy reviewed in line with DFE guidance,</p>	<p>Working together to improve school attendance</p> <p>Statutory guidance for maintained schools, academies, independent schools and local authorities (DFE, 2024)</p> <p>DfE Summary Table of Responsibilities for School Attendance</p> <p>EEF Blog: What are effective Learning Behaviours – and how can we develop them in our pupils?</p> <p>EEF Improving Behaviour in Schools</p>	<p>4. Improve overall attendance and reduce the amount of persistent absenteeism, particularly amongst those disadvantaged students with SEND.</p>

including Development of PD Curriculum - attendance.		
Early intervention in place - processes support students	Stages of intervention in place. The EEF Guide to the Pupil Premium (2023)	4. Improve overall attendance and reduce the amount of persistent absenteeism, particularly amongst those disadvantaged students with SEND.
Students will be offered a range of trips and opportunities across the curriculum and from the Inclusion team to support students' enrichment and cultural capital. Student tracker evidences 50% of PP students access trips Curriculum plans for cultural capital opportunities	The EEF Guide to the Pupil Premium (2023)	7. Increased opportunities to engage in personal development, both in academic subjects and to increase cultural capital of all students, including disadvantaged students.
MHST support developed including parenting support, student signposting and interventions Planned calendar events for mental health	MHST referrals	8. Nurture, protect, and grow all students' mental health and resilience, including disadvantaged students.

Total budgeted cost: £ 186,160

Part B: Review of the previous academic year

Outcomes for disadvantaged students

2023/24 Impact Evaluation	
Year 11 Results (SISRA)	
Pupil Premium students' targets were FFT targets (the same progress as similar students in the top 20th percentile of similar schools)	
Number of Students	41 (2023) vs 30 (2024)
Number of Students included in Progress 8 calculation	37 (2023) v 27 (2024)
Attainment 8	39.23 (2023) v 27.98 (2024)
Progress 8	-0.88 (2023) v -0.68 (2024)
Progress 8 English	-0.90 (2023) v -0.67 (2024)
Progress 8 Maths	-0.17 (2023) v -0.51 (2024)
Progress 8 English Baccalaureate	-0.76 (2023) v -0.55 (2024)
Progress 8 Open Slots	-1.46 (2023) v -0.93 (2024)

% achieving a strong pass in English and Maths (Grade 5 or above)	14.6 (2023) v 13.3 (2024)
% achieving a standard pass in English and Maths (Grade 4 or above)	29.3 (2023) v 48.0 (2024)

Summary of data

The provided data offers insights into the effectiveness of ongoing interventions and strategies implemented for Pupil Premium (PP) students, beginning from Year 7. These initiatives aim to enhance the educational outcomes of disadvantaged students, who receive additional support through the PP grant. The impact of these measures is observed over several years, indicating a long-term commitment to improving student achievement. The data highlights areas of both progress and concern. For instance, while there is an improvement in overall attainment levels and in specific subjects like Maths, there are declines in other areas, such as the Progress 8 scores and the percentage of students achieving strong passes in English and Maths. Despite notable progress, there remains a discernible gap in performance between PP students and their non-PP counterparts. This disparity underscores the ongoing challenges faced by disadvantaged students and the need for continued, targeted support. The school's strategy focuses on early intervention and making Key Stage 3 a pivotal phase for laying a strong foundation. This approach is crucial in addressing the needs of increasingly complex student cohorts, which include larger groups of vulnerable students.

Reading interventions have had varied impact, dependent on year group. All students took part in the tutor time reading programme, reading 6 books. The introduction of new Reading interventions in the past academic year has led to some increases of reading ages across all cohorts, with an average of an additional two months of progress being made on average for Years 8 and 9. Reading interventions will be further strengthened in 23-24 due to the academic interventions of SIL Reading, tutoring and CPD to address how to support all students with tiered disciplinary vocabulary.

Attendance interventions for students have led to a general increase of attendance across all cohorts. Attendance data for all students is in line with national, with PP students currently being 0.1% below figures for national average attendance. This is an improvement on 2022-23 when attendance for PP students and all students was well below national, and a drastic improvement on 2021-22, with an increase of 1.3% for PP cohorts.

Quality first teaching

Quality First teaching has been developed through training staff to be trauma informed and considering unmet needs of students, those with ACE's or living in deprivation. De-escalation techniques have been implemented to support relationships with staff and students, improving the culture. The school invested in the Paul Dix health check and CPD delivery of workshops to further support and relational practice.

Our phases of learning approach (Do Now, I do, We do, You do) has also been introduced to maximise impact on PP students. This is to allow for students to develop key skills of knowledge acquisition and application of skills.

PP students are the first focus for teachers when delivering high level questioning and development of oracy skills. (Led by our new Oracy Lead working with our PP Champion)

Consistent lesson planning was introduced, including QA in the form of learning walks and student voice with a focus of PP and consistent practice.

Exam readiness and revision has also been a key focus when working with KS4 PP students. This has included bespoke revision guides provided to PP students, effective use of GC to share revision materials and the delivery of revision workshops for PP parents via out parents TLC and specific Year 11 revision sessions. The introduction of Power Hour with particular focus on PP students provides students with a quiet space to complete home-learning.

In addition, the Success Guarantor programme, which provides individual support for PP students via a key member of staff has also been introduced to provide academic and pastoral support and guidance. This will be driven via the Horsforth quadrant aligning effort and attainment to allow for the most impactful support throughout the year. Year 10 PP students will be provided with a SG from the beginning of Year 10. Our long term aim is that PP students are provided with a SG from Year 7.

Supporting behaviour and attendance for disadvantaged students

The school restructured Middle Leadership to support and develop Pastoral support including 5 x Achievement Leaders (ACL), focused on progress and removing challenges to learning. ACLs engage in the students' data profile to recognise early the challenges to learning. Priority has been given this year to increasing students' attendance. We have worked closely with the ACOSS to support PA students and students with chronic attendance; regular attendance panel meetings have been held, alongside legal assessments and the support from the ESWs including home visits, letters, meetings, etc.

The school also invested in 5 Education Support Workers (ESWs) to support the behaviours, aspirations and expectations of students'. ESWs are non teachers and focus on attitudes to learning, emotional well being and attendance. They are being trained in a range of interventions, including ELSA to focus on management of emotions. The school has introduced school Tutor Support Plans (TSP), Pastoral Support Plans (PSP) and Department Support plans (DSP) for students' to identify their challenges and provide clear targets.

Based on all of the information, whilst we have made significant improvements, we do not think we will have successfully met the intended outcomes of the plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia Power Up Literacy	Lexia
Easter School	National Tutoring Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
Academic interventions and pastoral support offered, alongside further enhanced, bespoke interventions such as ELSA.
The impact of that spending on service pupil premium eligible students
Positive impact on attendance and attitude to learning scores.

Further information (optional)

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