

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bramcote College
Number of pupils in school	674 in Years 7 to 11 744 in Years 7 to 13
Proportion (%) of pupil premium eligible pupils	199 students <ul style="list-style-type: none"> • 25% of Year 7 to 11 (-5%) • 26% of Y7 (-7%) • 32% of Y8 (+3%) • 30% of Y9 (+6%) • 24% in Y10 (-10%) • 31% of Y11 (=)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Heidi Gale (Headteacher)
Pupil premium lead	Jo Cooper (Deputy Headteacher)
Governor / Trustee lead	Aankita Kaur

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,013
Recovery premium funding allocation this academic year	£21,968
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£218,284

Part A: Pupil premium (PP) strategy plan

Statement of intent

At Bramcote College our ethos centres around 'Work Hard • Be Well • Do Well' the driving force behind this is our focus on ensuring that all students make good progress by studying a broad and balanced curriculum which enthuses students and inspires them to have high aspirations for their own futures. In order to facilitate this for all students our PP strategy aims to identify and eliminate obstacle to learning for PP students.

We recognise that barriers are very specific to, and personal for our PP students, so we strive wherever possible to tailor our approach, matching actions in school to the needs of individuals. Our strategy aims to embrace the specific needs of a broad range of students, offering personalised support for higher attaining students, SEND students, vulnerable students and those who have experienced the greatest impact due to the lockdowns of 2020 & 21 and the more recent cost of living crisis. Our aspiration is that our strategy also reaches beyond the school site and school day.

In school our focus on 'Quality First' teaching for all, with additional strategies employed to foster greater progress for PP students, has had an impact on students' engagement and enthusiasm for their education, as well as improving outcomes year on year. Exam results demonstrate a clear pattern of improvement at Bramcote College which we continue to focus on, with the expectation that students' good outcomes are sustained and continue to improve, especially for PP students, ensuring that they are making sustained progress.

We have engaged actively with the *National Catch-Up Programme* to provide support for students in a range of contexts to ensure greater engagement; this includes offering after school tuition through Action Tutoring for 15-20 GCSE students from Summer term Y10 to Easter Year 11 (we are now into our 5th year group to do this), in school tuition for single students and small groups with a Maths Academic Mentor since 2021 and English for one academic year 2022-2023; staffing has now changed to reflect the need for EAL language support in 2023-24 (28% of students receiving this support are PP). During 2021-2022, there was also small group tuition with class teachers, however timetabling restrictions have significantly impacted this in 2023-24.

We also communicate extensively with students, parents & carers to identify the individual barriers to learning that students face and strive to offer personalised solutions both in and out of school.

The key principles of our PP strategy are:

- To ensure that PP students are supported and challenged to have high aspirations for their futures, including outcomes, careers and access to university.
- To adapt our support strategy to suit the specific needs of our PP students in order to overcome their own personal barriers to learning.
- To maintain the progress, engagement and aspirations of PP students as a high priority for all staff in the school.

Commented [JC1]: 2022-2023 - Academic Mentors in Maths and English + a cohort of 20 students on the National Tuition Programme (Action Tutoring) from Summer term Year 10 to Easter Year 11.

Commented [JC2R1]: 22 Students in English (with capacity for some more) focussing on PP catch up and also EAL subject content support with the Academic Mentor. 25 Students in Maths (and 5 small group sessions attached to specific classes) focussing on catch up & PP and also catch up for EAL students.

Commented [JC3]: In addition to in school raising aspirations, there are groups of students in every year group involved in 'Ambition Nottingham' through the University of Nottingham. Also a new member of staff with experience of similar programmes is looking at the structure of setting a programme up - in house - focussing on PP boys in Years 11 and 10 (whole school focus based on 2022 exam data)

Challenges

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

Challenge number	Detail of challenge																				
1	<p>Ensuring that all students are making good progress which aims to diminish the differences between PP and non-PP students' attainment.</p> <ul style="list-style-type: none"> ✓ 2023 results have demonstrated that Boys PP remains a focus (in school and nationally) P8 -0.8 compared to +0.3 (so just over 1 grade difference) for non-PP for a handful of specific subjects. However, there is also a pocket of PP girls requiring intervention. ✓ 2022-23 Y11 PP Boys' achievement is generally lower than non-PP (there are similar trends suggested in other years) – predictions suggested improved outcomes (Although PP improves by almost half a grade per subject per student, they do suggest that this gap continues (to P8 -0.7 compared to +0.6) ✓ Reading ages on entry and going through school have a 2-3 year difference on average when comparing PP and non-PP <table border="1"> <tbody> <tr> <td>Autum 2023</td> <td>Y7</td> <td>Y8</td> <td>Y9</td> <td>Y10</td> </tr> <tr> <td>Year Average</td> <td>10.8</td> <td>11.1</td> <td>12.5</td> <td>13</td> </tr> <tr> <td>PP Average</td> <td>9.8</td> <td>9.8</td> <td>10.9</td> <td>12</td> </tr> <tr> <td>Non-PP Average</td> <td>11.1</td> <td>11.7</td> <td>14.1</td> <td>13</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Developing students' independent learning skills and resources to encourage PP students to work outside the classroom (e.g. homework and exam preparation) and to participate more actively in the classroom (no opt out etc. approaches used by teachers) 	Autum 2023	Y7	Y8	Y9	Y10	Year Average	10.8	11.1	12.5	13	PP Average	9.8	9.8	10.9	12	Non-PP Average	11.1	11.7	14.1	13
Autum 2023	Y7	Y8	Y9	Y10																	
Year Average	10.8	11.1	12.5	13																	
PP Average	9.8	9.8	10.9	12																	
Non-PP Average	11.1	11.7	14.1	13																	
2	<p>Offering support to students who need it in a format in which they will engage.</p> <ul style="list-style-type: none"> ✓ Attendance monitoring ✓ Ensuring students have the resources they need to be in school e.g. uniform, equipment, transport etc. ✓ Participation in extra curricular activities, including the school production, music tuition, DofE, sports teams and academic clubs ✓ Support with online learning ✓ Academic support in a way that students are comfortable to access i.e. 2021-2022 School Led Tutoring (Y9-11 with staff familiar to students in class time), and ongoing Action Tutoring (Y10/11 after school – online in a school IT room). Targeted intervention / support offered to specific students and groups with SMART targets. <p>Action Tutoring 2022-2023 outcomes – 95% of students achieved grades 4-7 having started at 100% achieving grades 2-3 in mocks (one EAL student achieved a grade 2 in English). For 2021-2022 14 students were selected all achieving grades 1-4 in summer 2021 mocks. These students December 2021 mocks show an average 1 grade improvement for all students (with some</p>																				

	<p>achieving 2). Of the 14 students, 12 achieved grades 5 to 7 in Maths with just two failing to achieve 4+ (both are resitting in November). There is now a 19 strong Year 11 cohort starting on November 1st with 8 doing English tuition and 11 doing Maths.</p> <p>School Led Tuition 2021-2022 – 40 Y9, 10 and 11 students are having 15 x 1 hour sessions with 10 teachers – mainly focussing on Science and Maths (where we were intentionally over staffed to improve outcomes) as well as H&SC, Geography & Spanish. This did not continue in 2022/23 due to a lack of staff availability and a lack of funding / rules around funding.</p> <p>Academic Tutoring in Maths and English for up to 47 students receiving 15 x 75 minutes sessions – after 15 sessions this will be reviewed and students who have made the expected progress will be replaced with more students. This is ongoing in 2022 -23 with 11 doing Maths and 8 doing English (with a specific focus on PP boys and EAL students).</p> <p>For 2023-24 this has been adjusted to include more specific EAL support with a trained specialist. 20 students have intervention scheduled currently.</p>
3	<p>Minimising the disproportionate impact of the legacy of lockdown on the learning of PP students</p> <p>PP students were given IT support both with equipment and Wi-Fi connectivity to ensure that they are able to access work online, however a significant number were identified as having lower participation in online learning, resulting in a disproportionate impact from lockdown</p> <p>In lockdown 2, 69 PP students (making up 53% of vulnerable & children of key workers) were attending school regularly to insure improved participation in lockdown learning.</p> <p>Post lockdown receiving academic support (in addition to point 2 for numbers) through:</p> <ul style="list-style-type: none"> ✓ PP students continue to be the focus for the National Catch Up strategy. (14 students continuing with Action Tutoring 1 hour weekly) ✓ PP students supported by Academic Mentor in Maths (2022-23 - 39 students – 31% PP, 2023-24 14 students – 43% PP) ✓ PP students supported by School Led Tutoring (40 students – 35% PP) ✓ PP students supported by SEND team – Focussing on Reading Wise and Touch typing for 22 students who use laptops in class to improve writing speed and legibility and the dyslexia group working with 23 students ✓ KS3 PP students with Year 9 'Reading Buddies' – 12 x Y7 (42% PP) & 13 x Y8 (73% PP) <p><u>Attendance academic year 2021-2022</u></p> <p>While national attendance levels were around 85% in Summer term 2022, attendance at BC is currently 90.7% 56.6% of absence is confirmed as 'illness'.</p>

	<p>PP attendance in 2021-22 was lower than the school average at 86%, however, this is still slightly higher than national average. PP represent 41% of persistent absences (47 PP students have attendance below 85%)</p> <p><u>Attendance academic year 2022-2023</u></p> <p>National – 91%, School 91.5% attendance. PP attendance is, however, lower than this at 87%. PP continues to represent over 40% of PA – individual mentoring / support in place and from September 2023 SFLO (safeguarding family liaison officer) will start to work with a significant number of PP students around attendance when it is tied in with safeguarding concerns.</p> <p><u>Attendance academic year 2023-2024 (Autumn Term 2023)</u></p> <p>National – 92%, School 93.9% attendance.</p> <p>PP attendance is currently (Autumn Term) 89%</p> <p>SFLO is in place and supporting with attendance, home visits etc. for a targeted group of students. Heads of Year are also taking a more active role from Sept 2024 communicating more regularly with home when attendance drops to 95% or below.</p>
4	<p>Raising literacy levels for all students, especially for PP students and especially focussing on students' general literacy levels on arrival at school in Year 7 and in preparation for formal exams by focussing on disciplinary literacy to ensure they are able to access questions and meet their demands.</p> <ul style="list-style-type: none"> ✓ PP students supported by SEND team – Reading Wise and Touch typing etc. (figures in point 3) ✓ KS3 PP students with twelve volunteer 6th Form 'Reading Buddies' (figures in point 3) and Year 9 Reading Buddies ✓ 2023-24 – we have applied to participate in the EEF pilot scheme for English Mastery focussing on reading and writing through a new curriculum written by Ark. We are a control school for the pilot, however this allows us access to training and workshops ✓ We have joined the Secondary Literacy Teaching Forum . ✓ SENCo and DH receiving training anticipating leading on whole school development of Reading and Writing based on the Alex Quigley 'Closing the ... gap' series. ✓ Deputy SENCo role established which has been advertised including a knowledge of phonics being desirable. ✓ Introducing Read & Write for use at GCSE and during exams to make resources more accessible.
5	<p>Mocks exams and student voice have identified students' need to be more prepared for formal assessments.</p> <p>Students need support in developing their self-regulated study and preparation for exams. Ongoing work on metacognition with staff has been developed to</p>

	<p>build independent learners who know how to revise actively and engage with the knowledge they have gained and to be able to</p> <p>Students are also assessed for exam access arrangements to ensure they have the best possible arrangements to allow them to perform well under exam conditions. PP students are also offered support in revising and preparing for exams 34 % (up from 26% in 2022) of students receiving access arrangements are PP. This reflects a lot of need within a year group which has gone up from 2022 where 31% are PP and 61% of the year group have some form of AAs (this is the only year in the school which came in below NA from primary school).</p> <p>2023-24 Year 11s – mock data / current grade (Autumn 2023) suggests that there is a similar P8 gap between PP and non-PP students compared to the previous year Spring term, which suggests reductions achieved will hold steady. Predicted grades are also showing a similar pattern to 2023 outcomes. January mocks should offer additional insights for progress (to be added).</p>
6	<p>The Covid lockdowns created closer than ever links between home and school as school has had to share updates around online learning for all years, formal assessments for Years 11 and 13 and around the return to school etc. for all.</p> <p>The school has worked to continue to support families of PP students to overcome the problems they may have encountered and may continue to experience to support our PP students and to foster closer home - school links which will enhance engagement with school by parents & carers of PP students.</p> <p>SFLO role aims to enhance home – school links with a targeted group of students. 82% of students working with the SLFO are PP students.</p>
7	<p>Ensuring that all students including SEND students are engaging with social and emotional support to minimise the legacy of lockdown.</p> <p>55% of the 199 PP Y7 to 11 students receiving some sort of SEMH or SEND intervention– this is a significantly higher proportion than the average proportion of PP in the school which is 30%. Interventions are staged and progressively spread across the full range of year groups to adapt and develop levels of support</p> <ul style="list-style-type: none"> ✓ CAMHS outreach with Mental Health Support Teams (MHST) in school: coordinated by Learning Mentors / Heads of Year (also supported by Assistant Headteacher – Head of 6th Form) (39 students 2021-22, 44 students 2022-23 and ongoing in 2023-24) ✓ 1:1 Counselling (22 students 2021-22, 50 students 2022-23 Currently 14 PP students but more being added this year) ✓ 1:1 Mentoring (30 PP students) ✓ Football Mentoring (30% of group are PP) ✓ Forest School (48% of group are PP)

Commented [JC4]: The current cost of living crisis is adding significantly to the need for financial support this year compared to previous years and we anticipate this continuing. PP are still being prioritised for financial support for uniform, school trips etc. Students are also able to request take home breakfast packs and sanitary packs. The school has also run three Uniform Swap Shops for the first time this year and relaxed uniform expectations in line with Government uniform reforms. .

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>PP students to achieve in line with their non-PP peers. This means general attainment will improve across the KS4 curriculum, with a specific focus on:</p> <ul style="list-style-type: none"> ✓ 'Progress 8' average scores ✓ Greater uptake of Ebacc subjects (there is a x10+ difference) ✓ Improving outcomes for some 'Open Basket' subjects ✓ Maths & English (including 18 Year 11 students on Action Tutoring) ✓ Using termly data to establish current focus groups 	<p>By the end of this three-year plan:</p> <p>We will see</p> <ul style="list-style-type: none"> ✓ Diminishing differences in Maths between PP & non-PP students at GCSE ✓ Improved outcomes for the 18 Action Tutoring students (target: 75% achieve 4+ in Maths at GCSE) ✓ Improving progress of PP students (Girls in Open Basket subjects, Boys in English specifically)
<p>Ensuring PP students make a good start in KS3 by ensuring a solid foundation in literacy and numeracy.</p> <ul style="list-style-type: none"> ✓ Reading age testing in Years 7, 8 and 9 for all students which leads to targeted intervention. ✓ 'Reading Buddies' using BC6F students to do 1:1 reading with Y7 & 8 students in Library lessons. ✓ Small group maths tuition (Academic Tutoring programme). Further support with the SEND team. ✓ Small group English tuition (including EAL students) run by a member of the Student Support team. Liaising with EAL lead and English CL. 	<p>Literacy:</p> <ul style="list-style-type: none"> ✓ The majority of students' reading ages are at or close to their chronological age. ✓ Students' develop disciplinary literacy so subject specific language is used with confidence. ✓ DEAR is part of the daily routine at BC <p>Numeracy:</p> <ul style="list-style-type: none"> ✓ Ensure that students build their confidence in the fundamental basics of maths.
<p>Improved access to online learning when / if necessary for PP students.</p> <ul style="list-style-type: none"> ✓ All PP students will have access to a computer / laptop / tablet at home should they be required to work from home. ✓ Connectivity will not be a problem for students at home. 	<p>Should students be absent from school they will be able to keep up with work done in lessons.</p> <p>Students will also be able to catch up on missed work and go the extra mile by doing additional work, independently, through online learning platforms – Century (Y7-8) Seneca (Y9-10) Seneca enhanced (Y11-13)</p>
<p>Developing independent learning skills in all years, especially KS4, to ensure that students are fully equipped and skilled to be able to work independently outside the classroom.</p>	<p>Students complete two half term programmes in their Study Skills lessons focussing on why active revision is so important and experiencing a range of</p>

Commented [JC5]: Some students have also been support with access to equipment where the cost of living crisis is having an impact.

<ul style="list-style-type: none"> ✓ Study Support lessons develop students understanding of how to revise and actively engage with the knowledge they have secured. ✓ 1:1 and small group mentoring for students who are struggling with the skills to work independently ✓ Build an ethos that students are prepared for assessments (by working outside lesson time) and ready to do the best they can in every assessment. 	<p>revision methods to establish what works best for them.</p> <p>Students who need it will have 1, 2 or 3 sessions of 1:1 meetings with Heads of Year and SLT to establish what works best for them as independent learners + regular check ins thereafter.</p> <p>Ensuring students have everything they need to be independent learners. Equipment readily available to students and special requests can be made to buy additional resources</p>
<p>Raising aspirations towards the next stage of education / training / employment by providing careers advice and events focussed around raising the aspirations of all but especially PP students at BC through:</p> <ul style="list-style-type: none"> ✓ External events /workshops. ✓ In school careers events. ✓ Support when considering Post 16 applications. ✓ Ongoing support into KS5 to raise aspiration to go to university / apply for higher level apprenticeships. 	<p>PP students continue to participate with the University of Nottingham's 'Ambition Nottingham' (formerly Sutton Scholars) events.</p> <p>PP students have access to at least one but usually 2 or more careers interviews in KS4.</p> <p>PP students attend the school careers fair and have access to additional workshops and events in KS4 and KS5 to develop their career aspirations.</p> <p>PP students receive support throughout application processes i.e. writing personal statements and having interview experience.</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: £ 79,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing Star Reader reading age assessments for Year 9 as well as Years 7 & 8	Regular assessment of reading ages facilitates intervention to ensure progress towards chronological reading age. As reading age improves reading speed will also develop, making larger volumes of text accessible.	4 (also 1, 2, 3, 5, 6 indirectly)
Literacy Leads (REA / COE / KIR) attending literacy CPD Developing (2022-2023) and implementing (2023-2024) a school wide literacy strategy which covers general literacy improvement and the development of disciplinary literacy and comprehension in preparation for assessment at KS4.	This will allow students to access text based teaching resources and assessments / exams. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Link between attainment and reading / comprehension word-gap.pdf (oup.com.cn)	4
Ongoing whole school training around quality first teaching using Rosenshein's principles and ongoing development of metacognition and self-regulation principles – this involves training and release time for staff leading on this.	Key elements of Rosenshein's principles https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide Metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4, 5

Commented [JC6]: With some adjustments to roles in English LEE is taking this over and working with PAR as her line manager to further develop a whole school focus on literacy

	<p>The importance of including comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Ongoing curriculum development in all subjects to ensure that the curriculum is progressive and ambitious and includes structure and content which allows students to make sustained progress throughout KS3 and 4.</p>	<p>In line with or better than National Curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £ 49,591 and £12,649 (data)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tutoring for Maths Small group English and EAL support	Targeted support for students who need it in a format which suits them best – in school / after school, with class teachers / with tutors, small group (1:3) / 1:1 to minimise barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2 (also 1, 3, 4, 5 indirectly)
National Tutoring Programme – Action Tutoring – 18 Year 11 students (majority PP students) running from Summer term 2 in Y10 to Summer term 2 in Year 11.		
School led tuition – 15 week programme of tuition with class teachers for identified small groups of up to 3 students – 2 cycles per year. 2021-2022 only, however, we are introducing a similar model for after academic intervention with targeted groups in study lessons, lunch and after school sessions		
Century online learning platform and Seneca / Seneca Enhanced (building up over time) encouraging students to work independently while incorporating key elements of metacognition through interleaving and ongoing low stakes testing.	Self regulation can be enhanced by support offered in Century and the use of Century is focussed around key principles of metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Accelerated Reader for KS3 students DEAR for KS3 students and DEAR time in KS4 lessons with subject specific content	Developing reading age and speed (as well as developing disciplinary literacy in specific subjects) to make chronological texts accessible and to ensure access to exam text. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 3, 4
SEND team support ...		
Star Reader Reading Plus Touch Typing		
Reading buddies		

Commented [JC7]: We have also rolled out SENECA enhanced for Years 10,11 and 13 to support with subject and course specific revision

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 76,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and focus on encouraging improved attendance. Heads of Year, Student Support staff & SEND key workers will be released to mentor students with attendance concerns.	Supporting students who are persistently absent to minimise gaps in learning and improve their relationship with school. Overcoming barriers to attendance. Forming positive relationships with home. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	1, 2, 6, 7
National Breakfast scheme providing bagels daily for approx. 300 students in Years 7 to 13. Also providing breakfast packs for families who are in specific need. PHS Direct & Government funding covering a period poverty scheme 'ask for something for Susie' where students and family members can ask for something for Susie at reception and receive a home use sanitary pack covering a full cycle for as many women in the household as required for free	Providing breakfast for all students who want it in school improves morning learning and attendance & punctuality. Breakfast packs sent home enhances home-school links by opening lines of communications. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfast	1, 2, 6
Uniform financial support to ensure that (in advance of the new uniform expectations as set out by the DfE uniform) is available for all students on a sliding scale from cash back to full uniform sets being purchased. Relaxation of uniform expectations to just 3 logoed items (blazer, tie, PE T-Shirt)	https://www.gov.uk/government/publications/school-uniform/school-uniforms (lacking details but worth reference) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education	6, 2

Commented [JC8]: The school is now covering 25% of the cost of this

	-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform	
<p>SEMH focus on supporting students' wellbeing through counselling in school through CAMHS outreach MHST (Mental Health Support Teams).</p> <p>Co-ordinated by HoY who is also a Student Support mentor, offering counselling services with CAMHS trained counsellors in school which reduces the waiting time / travel to appointments, making this support more accessible for students who need it.</p>	<p>Supporting students' wellbeing to encourage improved attendance and progress. Developing resilience in students and offering bespoke support for students (and the family where necessary)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring</p>	7, 6, 3
<p>Encouraging PP students to participate in wider school life more actively.</p> <p>PP students are actively encouraged in Y9 & 10 to apply to be a Student Leader.</p> <p>PP students are supported with music tuition.</p> <p>PP students have been actively encouraged to participate in key enrichment activities such as D of E, the school production & attending field trips & events.</p>	<p>Developing cultural capital, as well as skills and involvement in wider school life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</p>	1, 3, 6, 7
<p>Forest school provision for targeted students – sessions added to timetables based on the specific needs of students. This provides an enhanced timetable offering students social and skills development.</p>	<p>Forest School focussing on team and skills development, as well as developing enhanced provision for specific students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2, 3, 6, 7

Total budgeted cost: £ 218,284

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 2019 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022, so results analysis focusses more on before and after Covid.

Overall there is a data trend which suggests that the improved grades achieved in 2019 have been maintained or improved on in 2022 and 2023 for all Y11 students.

P8 for PP students has shown an improving trend since 2017 and 2023 data continues to support this trend. Non-PP students show a similar trend but from an improved starting point; so while there is an improving trend for both, there is still a significant gap between PP & non-PP students.

2023 Results

The gap between PP and non-PP is closing e.g. in English as well as EBacc and Open basket subjects and in Maths, there is a negligible gap and Sport, which has balanced PP and non-PP uptake, outcomes were higher for PP students.

Outcomes are broadly in line with national average, however Maths is higher and the achievement gap between boys and girls is less than the national average.

100% attendance to exams reflects the commitment of the students and the support that has been put in place to overcome barriers. (In 2022 exams 2 students did not attend – both were PP).

Outcomes reflect an improvement between the second set of mocks in Year 11 and the exams in the summer. Mock data was used to identify intervention groups for class teachers to focus on – this was especially effective in English in supporting students to achieve 4+ (up 4% since 2022), 5+ (up 6% since 2019) and 7+ (up 2% since 2022).

95% of Action Tutoring group (PP focus group for NTP online English / maths tuition) achieved grades 4 to 8.

2023-24 Year 11s – mock data / current grade (Autumn 2023) suggests that there is a similar P8 gap between PP and non-PP students compared to the previous year Spring term, which suggests reductions achieved will hold steady. Predicted grades are also showing a similar pattern to 2023 outcomes.

January mocks should offer additional insights for progress (to be added).

Historic Outcomes

While CAGs in 2020 and TAGs in 2021 saw an improvement in PP students' GCSE grades, the gap between PP and non-PP outcomes widened for 5 x grades 7+, and for 2021 5 x grade 5+ (when there were only 67 students in the year group) however, this was not the case in 2020 for 5 x grade 5+ when there were 88 students.

Mock exams in summer 2021 for current Year 11s suggested that the gap between PP and non-PP was reducing to be lower than it was in 2019 suggesting that some strategies in place are having an impact.

- For 5 x 7-9 there is 0% gap in the summer 2021 mocks, however Non-PP are targeted significantly higher and so Non-PP HA students are a focus for support.
- For 5 x 5+, this gap increased to 13% with Non-PP doing better in their mocks than PP. PP target grades for 5 x 5+ is 13% lower than Non-PP, however, while this needs to be an area of focus for both groups, Non-PP need more attention as their gap is 13% greater.
- At 5 x 4+ this gap increases to 30%, which needs significant attention. Curriculum Leaders will be looking at this in Friday morning meetings and as part of LM meetings to allow for subject level analysis– focussing on personalised intervention to reduce barriers to learning.

Students have repeated mock exams in December 2021 – currently P8 shows a -0.45 difference between non-PP and PP attainment with English P8 showing the greatest difference (with a gap of -0.76), Maths and Ebacc have a similar shortfall (average. - 0.4). and the Open basket has the lowest difference (at -0.29)

In order to support PP students during lockdown laptops were provided for PP students where needed.

- ✓ 100% of Year 11 and 53% of Year 10 students were given a laptop and access to a dongle or support to get enhanced Wi-Fi
- ✓ In other years an average 26% of PP students given a laptop for home use.

We also focussed during lockdown on providing support in other ways to meet students' needs; this included providing breakfast packs to between 17 and 20 families during lockdown, which reduced to 11 families on 2021 and is now reduced to 4 families. Families were also supported with stationery and sanitary products which are still available on request to all students.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Due to COVID-19, National Average Progress 8 performance measures have not been published for 2020 to 2021, and 2021-2022, so current data would not be able to be compared and while 2022-2023 have not yet been validated, so P8 is not currently available, therefore this section focusses on attainment in 2023.

Initial outcomes suggest that 2019 levels have been maintained and in some areas exceeded (to be more in line with 2022 outcomes) within the context of the JCQ and exam boards aiming to return to grade levels to 2019 by summer 2023.

- 2023 outcomes are broadly in line with 2022 and similar or better than 2019 outcomes.
- Students achieving 5+ in English and Maths has maintained its improvement. PP boys have reduced this overlap somewhat by not achieving 5+ in En.
- The percentage of students achieving 7+ in both English and Maths has improved, and this reflects an improvement in achievement in English Lit especially.
- 29 students (out of 127 students in the year group) achieved 5 or more grades 7-9 (that's 23% this year group compared to 12% in 2022), however proportion who are PP who achieve this did not reflect the 31% of the year group who are PP
- 14 students achieved 8 or more grades 7 to 9
- 2 students achieved all 9s (both EAL students)
- 5 students achieved 5+ x grade 9s
- 17 students achieved a grade 9 in Maths

5x4+

- 55% of PP girls and 82% of Non-PP girls achieved
- 63% of PP boys and 80% of Non-PP boys achieved

5x5+

- 39% of PP girls and 68% of Non-PP girls achieved
- 36% of PP boys and 67% of Non-PP boys achieved

5x7+

- 6% of PP girls and 31% of Non-PP girls achieved
- 11% of PP boys and 35% of Non-PP boys achieved

While PP boys' achievement remains a focus for 2023-24 (and ongoing) 2023 data has suggested that PP girls, especially those targeted grade 5s need some attention too.

For the Year Group sitting their GCSEs in Summer 2023 (2021-2023 cohort)

Summer mock outcomes compared to the 2020-2022 cohort

- 5 x 7+ = 8% higher for 2023 mock results (although target is 3% lower than 2022 group) which may result in summer 2023 5 x 7 outcomes improving in 2023 (however, the new grade boundaries may impact this)
- 2023 girls mock result at 5 x 7+ have gone up by 3%, while boys have gone up by 11% compared to summer 2022 mocks. While predictions for girls and boys remain below target the gap is 6% in 2023 compared to 12% for the 2022 cohort, this also suggests that the 5 x 7+ outcomes could be improved for summer 2023
- 13% of PP and 29% on non-PP students are targeted 5 x grade 7+ however, predictions suggest 8% and 41% respectively – this suggests HA PP students targets 5 x 7+ need more support in achieving this. 5 x 5 grade + suggests a similar pattern for PP / Non-PP students, however the targets are almost identical for PP / non-PP, showing a widening of the gap.
- 5 x grade 5+ saw a 4% improvement between Autumn and Summer mocks for girls and 6% for boys. Predictions have both girls and boys at 2% above target. Targets are approximately 10% lower for this year's Year 11 cohort compared to 2022's cohort.
- 2022 showed an average over prediction of approx. 3% some specific subjects have been under scrutiny throughout this year (English Literature and some Social Sciences, as well as Food Tech and Engineering).

Historic Data 2021-2022

When looking at overall attainment of Year 11 PP students, the initial 2022 results show that the gap between target and attainment is the narrowest it has been (at 5x7+, 5x5+ and 5x4+) when looking back to 2017.

P8 for PP students has shown an improving trend since 2017, reaching positive P8 in 2021 with TAGs, however, there is no P8 for 2022. Non-PP students show a similar trend but from an improved starting point; so while there is an improving trend for both, there is still a significant gap between PP & non-PP students.

While the CAG and TAG years saw an improvement in PP students' GCSE grades, the gap between PP and non-PP outcomes widened for 5 x grades 7+, and for 5 x grade 5+ 2021, but not in 2020. In 2022, the gap in attainment between PP and non-PP at 5x7+ and 5x5+ has reduced, although it has widened somewhat at the 5x4+ level.

'Hero' subjects for PP students include Art, Business Studies, History, Photography, Biology, Chemistry.

PP Boys' attainment is now a whole school focus with exam reviews focussing on their achievement in 2022 and considering summer mock exam results for the current Year 11 year group. The general focus on PP and other groups within the school has been revisited using the BC5s, looking at good practice in teaching and classroom / pastoral

practice aimed specifically at improving outcomes for PP (and other groups). BC5s were introduced in the late summer term and discussion is ongoing.

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
Breakfast club	National Breakfast scheme
Ambition Nottingham	University of Nottingham

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.