



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Pupil Premium Strategy 2021-2024

St Joseph's Catholic High School

Pupil Premium expenditure report

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.

Detail	Data
School name	St Joseph's Catholic High School
Number of pupils in school	946
Proportion (%) of pupil premium eligible pupils	94 (107) students (including 12 and 13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30 th November 2022
Date on which it will be reviewed	Termly (otherwise 01.09.23)
Statement authorised by	Mr Ciran Stapleton
Pupil premium lead	Mr James Gibbons
Governor / Trustee lead	Mr Jim Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 80,770
Recovery premium funding allocation this academic year	£ 22,632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 28,000 (Breakfast club costs and trip costs saved due to Covid)
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	£ 131,402

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's mission is to 'Unlock Belief in All'. We believe all are created equal and in the image of God. We seek to generate the finest opportunities and experiences for every single student in the school regardless of starting point and ensure all can fulfil their God given potential with the attributes, skills and knowledge they learn. At St Joseph's Catholic High School our strategy for improving the performance of disadvantaged students is based on research by the EEF (Education Endowment Foundation) NFER (National Foundation of Education Research) which identified that schools which made the biggest difference were guided by these seven principles for success:

1. Whole-school ethos of attainment for all
2. Addressing attendance and behaviour
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responsive to evidence
7. Clear, responsive leadership

How does your current pupil premium strategy plan work towards achieving those objectives?

Whole-school ethos

One of the biggest barriers to student achievement is expectations - the expectations that children themselves have and the expectations which their parents or carers have. We work consciously to avoid stereotyping PP students by referring to them as a group, but work with students as individuals and address their needs accordingly. We have high expectations for all students - whilst we are aware of the barriers to improvement that PP students face; we challenge any assumptions that they have less potential to succeed.

Addressing attendance and behaviour

The single biggest barrier to achievement is poor attendance. In line with the principle above, we look at attendance on a student-by-student basis. We do recognise that PP students nationally are more likely to have poor attendance and we take this into account when dealing with individual cases. We strive to build and maintain positive relationships with parents and carers. We analyse all absence and exclusion data on a whole-school basis as well as by sub-group (including PP students).

High-quality teaching for all

We invest highly in our staff and choose to hold weekly training rather than one-off inset days. Our key focus is staff accountability to know their students and to differentiate according to individual needs. We audit teaching and learning on a regular basis, both internally and externally, and ensure that PP audits form a part of all such reviews.

Meeting individual learning needs

PP students who meet the requirement will have a one-page pupil profile which outlines their needs and gives strategies for teachers, TAs and other involved adults to help to meet these needs. The students contribute to these profiles so that their voice can be heard. Teachers are required to take this information into account in their planning, teaching and feedback to students.

Deploying staff effectively

We overstaff in key areas where possible, so that we are able to create small intervention groups, wither on a short-term or long-term basis. We match student need to teacher expertise, and assess students on entry to intervention as well as when intervention is complete so that we can evidence impact and adapt future intervention where necessary.

Data driven and responsive to evidence

All students are assessed in each subject a minimum of once per term. The information gathered from assessments is added to teachers' assessment of classwork and homework as well as to their own professional judgment of students' progress. There is a school-wide approach to marking and feedback to enable teachers and students to work together on the next steps to improving performance. The Pupil Premium Lead then works with Heads of Department to identify students for intervention. This identification will take student needs into account.

Clear, responsive leadership

Analysis of the school's exams results show that we have clear, responsive leadership with regard to the school in general but PP students in particular. We have continued to ensure that PP students achieve above national averages and that the gap between PP and non-PP students continues to close.

Challenges

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

Challenge number	Detail of challenge
1	Students not having the belief that they can go on to higher education because no one in their family has done so. For many students they lack a figure within the life that has gone on to higher education and as a result do not think this is a pathway that someone of their upbringing can go onto achieve.
2	Developing a cultural within our PP students of 'Yes I can'. For many of our PP students their experience of education has been they do not have the knowledge and skills to be as good as anyone else. This is also heightened that when comparing themselves to their peers they also do not have the resources to do better in their education. This leads to a 'can't do' attitude where learning is more must rather than a want.
3	Parental engagement – For many of our PP students, parents either have jobs that are not flexible with school times so engagement at parents' evening is limited or as above, a similar attitude that education is more of a hindrance and is stopping them from getting a job
4	Attendance and punctuality – attendance is always a concern and this has the biggest impact in learning.
5	Covid – lost learning and relationships with staff and peers. Covid has had a huge impact on all in society but disadvantaged students will have suffered the most. From statistically already being academically and socially behind their peers, lockdown will have widened the gap for disadvantaged students.

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
All PP students will have a belief in their learning	Attendance Punctuality Completion of classwork and homework Students applying to 6 th Form Through student questionnaire, students having a desire from a young age of staying on in education and seeking a profession
Progress of students to be equal or better to that of non-PP students	GCSE results A-Level/BTEC results Gatsby Benchmark
All PP students will have a desire to succeed at school	Student voice responses Attendance Punctuality
Student engagement in homework and intervention sessions	ClassCharts reports for homework completion Intervention registers

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Teaching and Learning Strategy</u></p> <p>1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.</p> <p>2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils. Disadvantaged pupils should not be considered 'someone else's responsibility'.</p> <p>3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.</p>	<p><u>The National Pupil Premium Event: Effectively Supporting Disadvantaged Children:</u></p> <p><i>'With the impact of Covid-19 threatening to reverse progress made on the attainment gap between disadvantages pupils and their peers, the Pupil Premium is more important than ever'.</i></p> <p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'Nearly all teachers estimate that their pupils are behind in their curriculum learning, with the average estimate being three months behind. Over half of teachers estimate that the learning gap between disadvantaged pupils and their peers has widened'.</i></p> <p>The strategy will focus on the following areas:</p> <p><u>Feedback</u> either verbally or in writing to every PP student in every lesson. Each PP student will be</p>	2, 3, 4

4. Focus on literacy development and the increase in reading age of all of our students

given a clear target that they need to address within the lesson. The feedback is to create a dialogue with the student and hopefully develop a higher level of engagement.

EEF: *There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.*

Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.

Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.

Closing the Gap: *There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.*

Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback.

Directed questioning (No Hands Up Questioning) – PP students will be questioned throughout the lesson to support them in ensuring that they are actively learning.

Homework – For each subject there will be a clear homework timetable that will be monitored for completion. ClassCharts has been introduced in order to set, and track homework as well as increasing parent engagement.

Behaviour for learning and classroom environment

	<p>In line with the 5 non-negotiables. St Joseph's is using a school wide behaviour monitoring strategy through ClassCharts</p> <p>Staff CPD for teaching and learning focuses on Rosenshine's principles building into lessons a recap of previous learning, presenting information in small manageable quantities, frequently questioning students, and checking understanding. A large part of this is scaffolding and modelling.</p> <p>Scaffolding and modelling - Initially teachers provide enough support so that pupils can successfully complete tasks that they could not do independently. Then move into collaborative learning - pupils working together on activities or learning tasks in a group small enough for everyone to participate.</p> <p>Visualisers to be purchased for classrooms to embed ways of modelling for students.</p> <p>Literacy</p> <p>Introduction of a reading program during extended tutor time so that all students engage with reading books through the school year. Students' reading ages are assessed at intervals during the school year and interventions put in place by departments and the literacy coordinator for those needed additional support.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £ 46,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Period 6 for students in Year 10, 11 and 13. From September all students in Year 10, 11 and 13 will have a period 6 lesson. This will consolidate on any learning lost through Covid and after identifying areas of intervention. Period 6 will be one hour from 3.15pm-4.15pm Monday – Wednesday. Year 10 will attend three different subjects per week (subjects will be bucket 2 and 3 subjects) In addition, a select number of students will also have additional support for the core subjects. Year 11 will attend</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020:</p> <p><i>"Teachers estimate that 44% of their pupils are in need of intensive catch-up support"</i></p> <p>The strategy will focus on the following areas:</p> <p>Analysis of data from end of year 10 attainment year 11 teaching to identify key individuals, leading to in lesson and in department intervention.</p> <p>Intervention in the key areas through and extended day for Year 10, 11 and 13.</p> <p>EEF: <i>'The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The</i></p>	<p>5</p>

<p>three different subjects per week (subjects will be English, Maths, Science and R.E) In addition, a select number of students will also have additional support for the core subjects. Year 11</p> <p>February half term and Easter Revision, coursework workshops</p> <p>The February and Easter revision focus for Year 11 has been a successful approach adopted by the school to teach revision strategies, offer in-depth revision classes and the use of ICT suites and resources for all students. In previous years these sessions have been well attended and the Head of Year 11, Heads of Departments and the Senior Leadership Team focus on Pupil Premium students and identify support for these students.</p>	<p><i>average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school.</i></p> <p><i>The research also indicates that attracting and retaining pupils in before and after school programmes is harder at secondary level than at primary level. To be successful, any extension of school time should be supported by both parents and staff. It should also be noted that more extreme increases may have diminishing effects if engagement of pupils is reduced.</i></p> <p><i>While the impact on academic attainment is, on average, positive, the cost of extending school times might mean that it is not a cost-effective approach to implement at the school level without additional funding.'</i></p> <p>Closing the Gap: <i>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</i></p> <p><i>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.</i></p> <p>Online platforms – use of Microsoft Teams and ClassCharts to effectively deliver resources and support to individuals and classes; giving students the ability to look back over lessons and resources.</p>	
<p>Targeted intervention run for students informed by data.</p> <p>Weekly tuition groups and small group catch up sessions.</p> <p>We will direct extra tuition within the core departments for students behind in Maths, English and Science</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>With the exception of pupils working towards examination specifications, catch up needs to be treated as a long-term endeavour rather than a 'quick fix'.</i></p>	5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>The Breakfast Club:</u></p> <p>1 in 5 children in the UK are currently at risk of going to school hungry. This issue of child hunger and food poverty is of critical importance and eating a nourishing breakfast is pivotal to a young person's development.</p> <p>The breakfast club is open to all students at St. Joseph's. The students are provided with a free breakfast and ensures that no student starts their learning hungry. They are prepared both mentally and physically to meet the demands of the academic day.</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'Senior leaders' top priorities for September are to provide support for pupils' emotional and mental health and well-being (81 per cent); to re-engage pupils with learning (64 per cent); and to settle them into school (63 per cent). Academic catch-up activities are most likely to take the form of small-group or one-to-one sessions'.</i></p>	<p>1, 4,</p>
<p><u>Transportation:</u></p> <p>Provide transportation for those PP students who do not have appropriate means of travel to and from school through bus passes.</p> <p>The 'bus' that will pick up our PP students whose punctuation is poor.</p>	<p>It is vital that all of our students have appropriate modes of transportation to and from school to ensure their academic success.</p> <p>The morning 'bus' will help to ensure that the attendance and punctuality of our PP students is in-line with our non-PP students. This will also help to ensure these students are in lessons and support them with their academic progress and achievement.</p>	<p>4</p>
<p><u>Uniform:</u></p> <p>Providing uniform – both everyday uniform and PE kit to those PP students who cannot afford it.</p>	<p>We need to ensure that all our PP students feel no different from our non-PP students, therefore we will provide any necessary uniform to those students who are struggling to clothe themselves in terms of uniform.</p>	<p>4</p>
<p><u>Provision of IT equipment</u></p> <p>PP students will limited access to IT at home have been loaned an iPad or laptop to aid their completion of coursework, revision and study.</p> <p>During remote learning, 86 devices were given out to</p>	<p>Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020</p> <p><i>'In future episodes of partial lockdown, 'blended learning' must ensure equity for all pupils. Effective remote learning needs to be coupled with high-quality in-school teaching for vulnerable pupils, children of keyworkers, disadvantaged pupils and pupils with unsuitable home learning environments (rather than specific year groups)'.</i></p>	<p>1, 3 and 4</p>

<p>students, including 17 Pupil premium students</p>		
<p><u>Educational trips</u></p> <p>Where it is considered that a school trip will enhance a student's understanding and progress within a subject trip, costs have been subsidised or paid in full for PP students where required. Ensuring they are having access to the same experiences as non PP students.</p>	<p>The aim with this initiative is to expose our PP students to different experiences. It will undoubtedly be an opportunity that will shape them as a person and help in allowing them to understand that they can achieve through exposure to new experiences.</p> <p>It is important that all students, despite their socio-economic background, are given the same opportunities. This will help to eliminate inequality and allow for all of our students to experience an enriching activity.</p>	<p>1,4</p>
<p><u>Raising Aspirations and Cultural Capital:</u></p> <p>All PP students will be given the funding to attend all subject related trips that apply to them. In addition, we will be running specific trips to encourage culture capital within our PP students. We want to give our students the exposure to different activities like theatre, travel, sport, art and museums to allow these young people to understand the wider world.</p>	<p>Following a review of the whole school curriculum from June 2021 to December 2021. The school will move from a 2 year Key Stage 3 to a 3 Year Key Stage 3 (and from a 3 year Key Stage 4 to a 2 Year Key Stage 4). The decision was taken after assessing the impact of the current snapshot of pupil's progress of Attributes, Skills and Knowledge and readiness for the next stage of learning (i.e. transfer from Key Stage 2 to Key Stage 3 to Key Stage 4. This included a review of the fittingness of school day and provisions for PP students to experience educational trips and where this is space for raising aspirations and cultural capital in the existing Curriculum 2022-2023. After consultation with our Parent Forum, Local Governors, Trust CEO and Middle Leaders, we have adjusted the Curriculum to this aim for September 2022. Electives (extra-curricular activities run vertically through the student body) in the school day timetable each Wednesday with full implementation from September 2022 onwards. The elective programme will rotate each half term allowing all students to attend 6 additional activities per school year.</p> <p>Additional further curriculum time will be given to the Literacy for All form reading from 20 minutes (2021-2022) to 35 minutes (2022-2023) per day.</p>	<p>1, 2</p>
<p><u>Aspiration interventions</u></p> <p>Careers support and guidance</p> <p>We recognise that students may not be encouraged to attend University or pursue professional careers.</p> <p>Careers focused school provision will be designed to improve students' education,</p>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Careers provision which provides learning either individually or in groups, which has been designed to help students to develop the knowledge, confidence, and skills they need to make well-informed, relevant choices and plans for their</p>	<p>1</p>

<p>employment and social outcomes.</p> <p>Details of talks and events shared with students to give them experiences of careers, widen their knowledge.</p>	<p>future so they can progress smoothly into further learning and work.</p>	
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Total budgeted cost: £ 131,402

Part B: Review of outcomes in the previous academic year

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

For the year 2021-2022 there were 110 students in Years 7-13 on the Pupil Premium register at St. Joseph's. The school received £965.00 of Pupil Premium funding per student. The funding was used specifically to ensure that the academic progress of Pupil Premium students was in line with the achievement of their peers.

Three key areas where we targeted are Pupils Premium funding for 2021-2022 was:

Low aspirations:

Many of our PP students have not had opportunities to understand the world outside their local community. This has resulted in a distinct lack of exposure to different cultural or social events that, perhaps, our non-PP students have participate in. It is important to note that many of our PP students will be the first person in their families to have the ability to attend university and in some cases Sixth Form.

Homework:

Homework is a persistent problem for many of our Pupil Premium students. For many do not have a quiet place or the necessary resources to allow them to complete their homework at home. In addition to this, responsibilities or the lack of accountability on both the part of the parent and/or teacher allows the student to 'get away' with not completing their homework. This will inevitably create gaps within the students learning and knowledge, causing them to fall behind.

Engagement in Lessons:

Many Pupil Premium students struggle to concentrate in lessons due to engagement and understanding. At St Joseph's high quality teaching and learning is the top priority.

We followed a 3 tier approach to raising achievement and narrowing the gap. Each tier has been designed to ensure that the Pupil Premium spend is targeted, transparent and sustainable.

Tier 1 - Teaching

Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention.

1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.
2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils.
3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.

Tier 2 - Targeted academic support

Targeted academic support is skillfully designed to provide quality valid additional curriculum, implemented with commitment for all students. Continuous monitoring of progress is an integral part of the process to quickly identify those who are not responding and need further intervention.

Examples include:

- Maths and literacy interventions
- Small group tutoring
- In class intervention strategies

Tier 3 – Wider strategies

Wider strategies may include non-academic use of the pupil premium such as providing a breakfast club so that students are ready to face the day.

The broad aim of the Pupil Premium is to raise attainment through the following outcomes:

1. All PP students will have improved attainment in English and Maths.
 - 100% of PP students made 3 levels of progress in both English and Maths
2. All PP students will make the same progress as non-PP students.
 - P8 score for PP students +0.60 non-PP students is +0.48
3. All PP students to participate fully in lessons, complete all homework set and participate fully in school life.
 - Where life of the school was affected last year due to COVID lockdowns and restrictions, we put on a whole school St Joseph's celebration day to bring the school community together.
 - Pupil premium students were also given well-being packs which each included a reading book/series of books, a creative activity, a sports activity and a voucher for 2 to Slough Cinema
 - Exclusion data shows low number of incidences for PP students as compared with the rest of their year group

Year	Number of PP exclusions	Number of non-PP exclusions	% difference PP/non-PP	Number of PP behaviour incidences	Number of non-PP behaviour incidences	% difference PP/non-PP
7	0	4	0%/100%	-101	-378	21%/79%
8	3	11	21%/79%	-576	-2201	21%/79%
9	0	14	0%/100%	-351	-2241	14%/86%
10	5	18	22%/78%	-323	-2548	11%/89%
11	0	34	0%/100%	-320	-2913	10%/90%

<u>Desired Outcomes</u>	<u>Success Criteria</u>	<u>Review of success criteria</u>
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<p>A. All PP students will have improved attainment in English and Maths.</p>	<p>There will be an increase in the % of PP students making expected progress in English and Maths in GCSE examination in 2022. There will a reduction in the progress gap between PP and other students in all other year groups.</p>	<p>2022 P8 score Eng Lang = PP students = +0.68 P8 score Eng Lang = Non PP students = +0.55 P8 score Eng Lit = PP students = +0.88 P8 score Eng Lit = Non PP students = +0.63 P8 score Maths = PP students = +0.2 P8 score Maths = Non PP students = +0.39</p>
<p>B. All PP students will make the same progress as non-PP students.</p>	<p>There will be a reduction in the progress gap between PP and other students in their Progress 8 scores in GCSE examination in 2022. There will a reduction in the progress gap between PP and other students in all other year groups.</p>	<p>Overall P8 score for PP students +0.6 whereas overall P8 score for non-PP students was +0.48</p>
<p>C. All PP students to participate fully in lessons, complete all homework set and participate fully in school life.</p>	<p>There will be a reduction in the progress gap between PP and other students in their Progress 8 scores in GCSE examination in 2022. There will a reduction in the progress gap between PP and other students in all other year groups. There will be an improvement in the percentage of PP students engaging in after school activities, trips, interventions and leadership roles within the school.</p>	<p>As above Where life of the school was affected last year due to COVID lockdowns and restrictions, we put on a whole school St Joseph's celebration day to bring the school community together. Pupil premium students were also given well-being packs which each included a reading book/series of books, a creative activity, a sports activity and a voucher for 2 tickets to Slough Cinema</p>
<p>D. PP students to attend school as regularly as non-PP students.</p>	<p>Attendance of PP students is at least 95% for each year group. Punctuality of our PP students to improve in line with that of non-PP students.</p>	<p>Overall attendance of school 95.65%, PP attendance 92.94%</p>

Pupil premium strategy outcomes 2022

<p>Year 11 2021-2022 Non-pupil premium - 133 students 126 students with KS2 data</p>	<p>Year 11 2021-2022 PUPIL PREMIUM - 29 students 28 students with KS2 results</p>
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9-5 inc EnMa	54.89%	9-5 inc EnMa	56%
9-4 inc EnMa	75.19%	9-4 inc EnMa	72%
English 9-5	79.70%	English 9-5	80%
Eng 9-4	90.98%	Eng 9-4	96%
Maths 9-5	71.43%	Maths 9-5	64%
Maths 9-4	81.95%	Maths 9-4	84%
English 3LP	84.21%	English 3LP	88%
English 4LP	58.65%	English 4LP	56%
Maths 3LP	79.9%	Maths 3LP	76%
Maths 4LP	53.38%	Maths 4LP	52%
PP P8 Score +0.49		PP P8 Score +0.6	

Year 10 2021-2022 Non-pupil premium - 146 students 139 students with KS2 results	Year 10 2021-2022 PUPIL PREMIUM - 16 students 14 students with KS2 results
9-5 inc EnMa 43.84%	5 inc EnMa 6.25%
9-4 inc EnMa 63.70%	9-4 inc EnMa 25%
English 9-5 73.97%	English 9-5 50%
Eng 9-4 87.66%	Eng 9-4 62.5%
Maths 9-5 53.42%	Maths 9-5 18.75%
Maths 9-4 67.12%	Maths 9-4 37.5%
English 3LP 69.86%	English 3LP 60%
English 4LP 46.58%	English 4LP 46.67%
Maths 3LP 55.17%	Maths 3LP 43.75%
Maths 4LP 31.03%	Maths 4LP 31.25%
P8 Score +0.15	P8 Score -0.12

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Memory Mnemonics Seminar	Elevate Education
Study Sensei Seminar	Elevate Education
Study Skills Kick Start	Elevate Education
Parental Seminar	Elevate Education

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.