



## 3 Year Pupil Premium Strategy Plan 2020-23

Blessed Robert Sutton

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION (2022-23)					
<b>Pupil Premium Lead</b>	Jake Heath	<b>Governor Lead</b>	Sharon Keevins	<b>Trust Lead</b>	Kate Mann
CURRENT PUPIL INFORMATION (2022-23)					
<b>Total number of pupils in school:</b>	564	<b>Total pupil premium budget:</b>	£115,314(Including £21,750 recovery Premium)	<b>Date of most recent PP Review:</b>	6 <sup>th</sup> June 2022
		<b>Carried over funding from 2021/22:</b>	£0		Next internal review of this strategy 6 <sup>th</sup> June 2023
<b>Number of pupils eligible for pupil premium:</b>	102	<b>Recovery Premium Funding (RPF):</b>	£21,750	<b>Publish Date:</b>	1 <sup>st</sup> September 2021
		<b>RPF Carried over funding from 2021/22:</b>	£0		
<b>Proportion of disadvantaged pupils:</b>	19.30%	<b>Total PP and RPF budget:</b>	£137,064	<b>Statement authorised by:</b>	Laura O'Leary

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
<b>Boys</b>	57	50%
<b>Girls</b>	57	50%
<b>SEN support</b>	22	19.3%
<b>EHC plan</b>	3	2.6%
<b>EAL</b>	13	11.4%
<b>LAC</b>	2	1.8%

## Assessment data for previous 3 years

ATTAINMENT 2021-22						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	-0.16	unavailable	+0.3	-0.55	0.15	-0.03
Attainment 8 score average	42.97	53.53	51.61	37.5	52.6	48.7
Percentage of Grade 5+ in English and maths	53%	69%	65%	29.5%	57%	50%
Ebacc entry (%)	21%	16%	17%	26.9%	43%	38.7%
ATTAINMENT 2018-19						
Progress 8 score average	-0.76	+0.18	+0.01	-0.45	0.13	-0.03
Attainment 8 score average	30.83	48.22	45.40	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	11%	43%	38%	24.7%	49.9%	43.2%
Ebacc entry (%)	17%	14%	14%	27.5%	44.5%	40.0%
ATTAINMENT 2017-18						
Progress 8 score average	-0.42	+0.03	-0.01	-0.44	0.13	-0.02
Attainment 8 score average	35.65	47.95	46.86	36.7	50.1	46.5
Percentage of Grade 5+ in English and maths	20%	39%	37%	24.9%	50.1%	43.3%
Ebacc entry (%)	0%	21%	19%	26.4%	42.8%	38.4%

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers

A	Need for accelerated progress in Numeracy
B	Need for accelerated progress in Literacy and Reading skills
C	Disengagement during lockdown, lack of independent work and low engagement with online work
D	Gaps in social and cultural capital

### External Barriers

E	Low aspiration and limited support at home
F	Poor attendance with strong correlation with persistent absenteeism
G	Uniform and resources
H	Social & Emotional concerns

### Desired Outcomes/Aim

	Outcome/Aim	Success Criteria
A	Narrow the gap in reading age and literacy levels throughout the school	All students will have a reading age and spelling age that exceeds or is in line with their chronological age and will be evidenced through the GL assessments 3 times a year
B	All Year 11 exceed or are in line with their FFT50 target for English and Maths GCSE	Gap is reduced
C	Narrow the gap in homework and work completion	Fewer instances of missed homework recorded for PP students on SIMS
D	An increase in student engagement in enrichment activities and school life	% of PP students taking up opportunities to match that of none PP
E	Increase in parental support and engagement	Attendance record to show that PP parental attendance at Parents Evenings etc increases and is in line with non-PP parental attendance
F	Narrow the gap in punctuality and attendance	The gap between PP attendance and non-PP attendance will close by 0.5%
G	No barriers to learning linked to uniform or lack of equipment	% of behaviour incidents due to uniform or equipment reduced
H	Children are happy and learning in school	% reduction in MyConcern reports linked to Social & Emotional issues for PP students and reflected in QA and survey outcomes

### 3 YEAR PUPIL PREMIUM STRATEGY

#### TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD)

Member of staff responsible: Laura O'Leary / Sharon Milligan

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings (Year 3 Spending)	Success measure
<p><b>1. Excellent teaching and learning - By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculum and knowledge gaps are quickly closed to maximise individual achievement.</b></p>	A, B & C	<p>We believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:</p> <ul style="list-style-type: none"> <li>• Period 6 and additional teaching</li> <li>• Small group teaching</li> <li>• Revision sessions</li> <li>• Departmental plans and strategies</li> <li>• Continuation of the walk thru programme</li> </ul>	<p>This is reviewed on a weekly basis through the Quality Assurance Programme.</p> <p>Further reviews will take place at the start of every Term following on from Subject Progress Data being completed.</p>	£21,000	<p>Students are not disadvantaged due to prior circumstances, including lockdown, and continue to access excellent teaching and learning.</p> <p>Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.</p> <p>Students requiring curriculum or pastoral intervention are quickly identified and supported early.</p>

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|  | <ul style="list-style-type: none"><li>• Prioritise English and Maths tuition for disadvantaged students.</li><li>• Provide enhanced “exam readiness” resources and events for disadvantaged students, with a particular focus on Year 10 and 11.</li><li>• Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions and other targeted interventions.</li><li>• Formalise interventions for disadvantaged students from Year Leaders and Curriculum Leaders at data drops/based on PASS survey data. MTIYT is used to create intervention plans for disadvantaged students, utilising Horsforth Quadrant, after data drops. Middle Leaders to create RAM plans.</li><li>• Redistribute devices (ensure all pupils have access to a laptop/tablet).</li><li>• Ensure high standards of work and personal expectations are maintained at all times, with a particular focus on transition periods (Yr6-7/9-10)</li><li>• Introduce 5-minute recall/memory/retention/retrieval starters in all lessons.</li><li>• Exam readiness skill groups to be delivered during Character lessons and returned to regularly for disadvantaged students.</li><li>• Ensure positive yet robust relationships are maintained with the hardest to reach students and parents, particularly in Year 11.</li></ul> |  |  |  |
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		<ul style="list-style-type: none"><li>• Lead by the Year 11 Year Leader and current daily systems and checks.</li><li>• Formalise interventions for disadvantaged students from pastoral teams at data drops. What are YL doing with the disadvantage after data? Include in here responses to PASS survey.</li><li>• Raise staff expectations of work standard through “work of the week” profiled in staff room and linked to resource in the week. Work initially to be sought by department leads. Initial focus on retrieval practice and assessment of components.</li><li>• Ensure expectations and standard of work is maintained between Year 6 and Year 7 through work trawl focus.</li><li>• Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions.</li></ul>			
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<p><b>2. Curriculum (Including the catch- up curriculum)</b></p> <p><b>All students, including those who are disadvantaged, are able to access a challenging and appropriate curriculum which meets both their current and future needs.</b></p> <p><b>Long term impact: Fluency and communication</b></p>	<p>A, B C &amp; F</p>	<ul style="list-style-type: none"> <li>• Ensure disadvantaged students are involved in student voice processes linked to curriculum, in particular the new work trawl discussions.</li> <li>• Ensure that potential cultural gaps that exist through social disadvantaged are identified and planned for within a lesson.</li> <li>• Continue to refine the homework and the supporting documentation produced by each department as this is key to helping address barriers associated with homework. Homework to be set on Firefly.</li> <li>• Ensure that the curriculum enrichment for each subject is clearly identified.</li> <li>• Effective use of formal data drops to ensure strategic tracking and intervention of disadvantaged students at both curriculum and pastoral levels.</li> <li>• An increased teaching and learning focus on nurture teaching for the most vulnerable students within our school. This will ensure: that there are consistent high expectations across the school for these students, effective teaching and learning and the sharing of best practice.</li> <li>• Increased focus on study skills and metacognition within KS3 and KS4 to ensure that students can readily recall knowledge and develop the fluency of key skills. Focus on study skills ready for KS4 examination.</li> </ul>		<p>See above</p>	<p>Curriculum allows for strong outcomes for all students, including disadvantaged students.</p> <p>Increased evidence of cultural opportunities and enrichment opportunities within curriculum and lessons.</p>
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## TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Jenny Langston/ Laura Wilson/ EMRA Team

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings (Year 3 Spending)	Success measure
<p><b>1. Reading, literacy and numeracy - long term impact of fluency and communication</b></p> <p><b>All pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through both the spoken and written language and finally, equip them with the skills to become lifelong learners and capable world citizens.</b></p>	A, B, E & F	<ul style="list-style-type: none"> <li>All students have access to the BRS Reading Ready programme, ensuring reading is a priority for all students.</li> <li>KS3 students to have access to My Lexia - power up</li> <li>Targeted literacy intervention - after school (also focus on NTP)</li> <li>Catch up numeracy and literacy in Form Time AM (CL For English and Maths free off TT to deliver additional intervention)</li> <li>All students complete the small group reading intervention in Year 7 and 8 and all year groups complete Daily Tutor Time Reading. Substantially evidence of improving reading age of disadvantaged students.</li> <li>Provide additional tutoring for KS4 pupils not on track to pass English or Maths GCSE.</li> <li>Investigate impact of funding phonics tuition and implementing McGrawHill 'Corrective reading and numeracy' as discreet lessons for students entering significantly below 100 in KS2 SATs.</li> </ul>	<p>This is reviewed on a weekly basis through the Quality Assurance Programme.</p> <p>Further reviews will take place at the start of every Term following on from Reading and Spelling Age tests.</p>	£20,000	<p>Literate and numerate confidence increases life chances of all students whilst improving emotional and social wellbeing.</p> <p>No barriers to success in all qualifications across the curriculum and beyond.</p> <p>Students appreciate the value of reading for pleasure and personal fulfilment.</p>

<p><b>2 National tutoring programme. Small group or 1:1 tuition.</b></p>		<ul style="list-style-type: none"> <li>The National Tutor Programme is utilised to support students in Year 11 students have accessing to small group or 1:1 tuition. Year 11 students develop their confidence in core subject areas and benefit from small group tuition that will aid their progress. A programme of P6 intervention, aimed at Y10 students and Y11 students to guide students through revision techniques, additional content revision and study skills, with the goal of supporting more effective independent study.</li> </ul>	<p>Reviewed termly as part of the intervention package available.</p>	<p>£21,750 &amp; plus 40% school contribution.</p>	<p>Student outcomes external &amp; internal assessment/examinations. Students make progress academically in the core subjects, as a result of small group tuition. Tuition works to complement the very high-quality teaching that all students have access to.</p>
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## WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)

Member of staff responsible: Jake Heath /Laura Wilson

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings (Year 3 Spending)	Success measure
<p><b>1 Attendance, behaviour, and family relations</b></p> <p><b>All students feel school is completely inclusive and all barriers to inclusion, including attendance, attitudes towards school and family relationships are positive and effective.</b></p> <p><b>Long term impact: Strong, positive relationship between home and school</b></p>	A, B, C & E	<ul style="list-style-type: none"> <li>• Pastoral Team to identify and work with a targeted group of students in each year group to establish, restore or maintain a positive home-school relationship.</li> <li>• The pastoral team work to identify those most in need, including the working poor, who are struggling financially and provide support at home through the CMAT Hardship fund. We check FSM status ourselves through the Entrust system to ensure a more rapid response.</li> <li>• Our Wellbeing Hub and Safeguarding Team provides a supportive environment and SEAL intervention for students who need this most.</li> <li>• All students are rewarded and recognised to maintain positive relationships and aspirations.</li> </ul>	Review of PASS survey data (Term 1 and Term 3)	£8,668	<p>Attendance is no longer a barrier for disadvantaged students.</p> <p>All disadvantaged students attend school and access excellent teaching, learning and extra-curricular enrichment.</p> <p>Disadvantaged students and parents have a strong and productive relationship with school.</p>

		<ul style="list-style-type: none"><li>• Continue collegiate approach – Work together to identify potentially vulnerable students and those at risk of PA. (including reference to PASS survey), Enlist the support of DSL, Attendance officer, YL, Form Tutors and PSW'S to raise the profile of attendance and praise and reward good attendance. Staff to highlight to the Attendance Officer any students who may require a more intensive approach or next steps.</li><li>• Daily check of register to identify absence at the earliest opportunity. Instigate an immediate response if a student is absent in order to establish the reason for absence and work with parents to resolve or remove any barriers preventing the child from attending.</li><li>• Continue to improve Communication – Building positive relationships with Parents and Students. Ensure regular positive contact with both, and where possible, meet with parents person. Support and challenge parents if required. Provide parents and Y/P's with easy to understand information regards the importance of school attendance. Inspire and Motivate young people to attend and achieve.</li></ul>			
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		<ul style="list-style-type: none"><li>• Every Child Matters – Every Day counts – Be available in school every day. Ensure the children know their person and their point of contact in school. Arrange an alternative pathway for the child if for any reason the initial point of contact will not be available. Ensure the child knows this pathway. Provide consistency, care and understanding and ensure every commitment you make to each child is fulfilled in order to build and maintain their trust and confidence.</li><li>• Incentives and rewards- Recognise , praise and reward good attendance. Agree personal rewards for each child or family rewards if the child prefers. Make efforts to highlight small steps, progress and improvements by verbal recognition, texts , cards, vouchers.</li></ul>			
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<b>2 Staffing Pastoral support staff</b>	D, E, F, G & H	<p>The school employs 2 Pastoral Support Workers (PSWs). Each PSW takes the lead for pastoral care for disadvantaged students. They work closely with pupils and acts as a liaison between the school and parents/carers to ensure a productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities.</p> <p>Their main priorities include:</p> <ul style="list-style-type: none"> <li>• Tracking and monitoring all Pupil Premium pupils, identifying those students who need support.</li> <li>• EAL tutor for PP students</li> <li>• Communicating with parents/carer to ensure they are fully aware of all the support that is in place and offering them support outside of school</li> <li>• Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support.</li> <li>• Disadvantaged Department Leads profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. They produce a range of bespoke revision resources to aid the revision of PP students.</li> </ul>	Weekly review of tracking data	£27,000	Improved attendance and engagement
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		<ul style="list-style-type: none"><li>• Our Attendance Officer works in a full-time capacity to support pupils and parents in attending school. She monitors, tracks and provides intervention for pupils who are falling below the expected level of national attendance. The attendance officer will focus particularly on the attendance of Pupil Premium pupils. The attendance officer works alongside the Pastoral Support Worker to track, identify and support pupils whose attendance is holding back their achievement. This may include: parental support; pick-ups and personalised transport arrangements and support plans.</li></ul>			
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<p><b>3. Setting of High standards and opportunities for all</b></p>	<p>D, G &amp; H</p>	<p>Our high standards, expectations and support ensure that attendance and behaviour of Disadvantaged Students and non-Pupil Premium students are comparably high. High-level expectations and an ever-growing pastoral team will ensure all Disadvantaged</p> <p>Students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment. Inclusion includes the following:</p> <ul style="list-style-type: none"> <li>• The enhancement of the Wellbeing Hub</li> <li>• Continuation of 1:1 mentoring for all</li> <li>• Cultural opportunities</li> <li>• Homework packs</li> <li>• Homework support clubs (Prep club)</li> <li>• Breakfast</li> <li>• Inclusive trips including Mt Cook and theatre trips e.g. Blood Brothers</li> <li>• Transition</li> <li>• IAG and aspirations</li> </ul>	<p>Weekly review of attendance data /regular line management meeting with Careers Advisor</p>	<p>£15,000</p>	<p>Students feel the school is fully inclusive and they are a valued part of the community; no opportunity is out of their reach and they more fulfil their personal potential, despite their present circumstances</p>
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<p><b>4. Ensuring all disadvantaged students are given equal opportunity and experiences within school and all gaps are closed.</b></p>	D	<ul style="list-style-type: none"> <li>• Further support students and families to up-take and use FSM whilst acting upon student voice to improve the current food provision.</li> <li>• Develop a whole school daily well-being programme for all students.</li> <li>• Publicise support available for families suffering from financial difficulty. Including access to the CMAT hardship fund and the Staffordshire Covid Relief Fund</li> </ul>	<p>Ensuring all disadvantaged students are given equal opportunity and experiences within school and all gaps are closed.</p> <p>Long term impact - equality and opportunity</p>	£715	
<p><b>5. External specialist support for those requiring additional help</b></p>	H	<ul style="list-style-type: none"> <li>• Students have been selected that require additional support that as a school we don't have the specialism to provide, this has included supporting those with emotional regulation issues and some friendship issues. These sessions typically last for 3-5 weeks and are facilitated by Youth for Christ</li> </ul>	Ongoing	£1,200	<p>Better emotional regulation for those students that are attending.</p> <p>Reduced risk of Perm Ex</p> <p>Increases the amount of time student spend in school as number of suspensions are reduced.</p>
<p><b>6. Given the current cost living that all our families are facing as a school we offer a uniform bundle to our new year 7 pupils. This includes blazer, tie and full PE kit.</b></p> <p><b>Additionally, support is offered to those parents that may be unable to afford school uniform.</b></p>	G	<ul style="list-style-type: none"> <li>• All new year 7 pupils receive a uniform voucher for that significantly reduces the cost of a new uniform. Those students that aren't in year 7 benefit from the offer of support with the cost of uniform through a separate fund.</li> </ul>	Sept 2022	£10,000	<p>All students are dressed appropriately in full uniform or PE kit. This reduces discrimination on the grounds of what somebody is wearing.</p>

<b>7. Stem subject CPD</b>	C	STEM subject teachers attendance at special training course to enhance their ability to teach the content of their course to all pupils. An array of different teaching strategies where explored to support staff in their delivery and help them meet the needs of all students regardless of need.	Half-term 1	£1,200	The quality of teaching increases which can be monitored and evaluated through our walkthru systems.  Student as a by-product receive Quality First teaching.
<b>8. Introduction of Edukey's Provision Map</b>	C & E	Provision Map allows for the following; <ul style="list-style-type: none"> <li>• Better tracking of intervention for all students</li> <li>• Support the Assess, Plan, Do and Review the process with particular groups of students.</li> <li>• More effective transition from key worker to key worker or even primary school to secondary school.</li> <li>• 4. Allow for the tracking of interventions and can help determine their success</li> </ul>	Ongoing	£2,000	Those students requiring additional support are able to access it much easier. Pupil whom are not currently being impacted from the support that has been put in place will have clear evidence when applications for EHCP's are submitted.

<p><b>9. Introduction of Class Charts</b></p>	<p>C, D, E &amp; F</p>	<p>Class Charts operations system introduced to help support:</p> <ul style="list-style-type: none"> <li>• Ensure that all students needs including PP &amp; SEN are known.</li> <li>• Improved parental engagement and communication.</li> <li>• Ensure pupils receive timely and appropriate rewards.</li> <li>• Support teaching and learning strategies (seating for success).</li> <li>• 5.Utilise provision mapping</li> <li>• Streamline the rewarding of pupils</li> </ul> <p>Increase the amount of staff that are able to make use of the data surround attendance, behaviour (negative &amp; positive) and intelligence events allowing for great overall academic, social and spiritual impact.</p>	<p>Initial introduction Oct 2022.</p> <p>Revised end of Term 1, Term 2 &amp; Term 3.</p>	<p>£4,023</p>	<p>Systems become more streamlined saving staff time. All teachers know all pupils needs in their class and are able to access this information quickly.</p> <p>Disadvantaged students needs are met in every lesson.</p>
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## WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)

Member of staff responsible: Jake Heath / Laura O'Leary

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (Year 3 Spending)	Success measure
<p><b>10. Character and cultural development</b></p> <p>All disadvantaged students are given the opportunities to experience a wide range of cultural opportunities and are provided opportunities to reflect upon their personal development.  <b>Long term impact: Cultural capacity</b></p>	D	<ul style="list-style-type: none"> <li>Integrate the "BRS Journey" into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development.</li> <li>Disadvantaged students supported and monitored to engage with extracurricular activities through the KS3 YL programmes, tracked through report records.</li> <li>Ensure all disadvantaged pupils access cultural opportunities, focussing on experiences, trips and visits, reflecting John 10:10.</li> <li>Develop cultural capital within subjects, signposting variety of cultural opportunities and diverse identities and cultures.</li> <li>Disadvantaged students develop passions and interests that they can pursue beyond school.</li> </ul>	Attendance to extra-curricular opportunities	£10,000	<p>Disadvantaged students can articulate their journey within school and understand their direction of travel.</p> <p>Disadvantaged students develop passions and interests which they can pursue beyond school.</p> <p>Cultural gaps are closed leading to a wider cultural capital for all students.</p>

## TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Elliot Davies -Tagg

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings (Year 3 spending)	Success measure
<p>1. Career and transition points All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in their chosen career and no students are NEET. Long term impact: Ambitious careers</p>	E	<p>Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.</p> <p>Regular review of disadvantaged careers provision through the student tracking sheet. Students will fill out the document and then meet for further guidance with the careers advisor.</p> <p>Disadvantaged students and students at risk of being NEET will receive additional input from Careers Advisor with hour-long meetings to discuss their next steps and provide robust IAG.</p> <p>Students will be given access to Apprenticeship and careers fairs throughout the year. They will be escorted to these by the Careers Advisor.</p> <p>Disadvantaged KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance.</p> <p>including 1:1 meetings and the Career Ready programme.</p>	% completion of IAG meetings	£2,000	<p>No students are NEET after Year 11 Disadvantaged students have high aspirations and suitable action plans to achieve these (Career plans and data)</p>

## PUPIL PREMIUM ACTION PLAN: 2022/23

TEACHING PRIORITIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1. <b>Excellent teaching and learning</b>	Narrow the gap in reading age and literacy levels throughout the school. All year 11 exceed or are in line with their FFT50 target for English and Maths GCSE. Narrow the gap in homework and work completion.	<ul style="list-style-type: none"> <li>• Period 6 and additional teaching</li> <li>• Small group teaching</li> <li>• Revision sessions</li> <li>• Departmental plans and strategies</li> <li>• Continuation of the walk thru programme</li> <li>• Staff CPD programme</li> <li>• Ensure that students requiring the greatest amount of support are timetabled for success.</li> </ul> See supporting strategy above.	We believe that the key to closing the gap between disadvantaged and non-disadvantaged pupils is outstanding teaching this is echoed by the work done by the education Endowment Foundation that states Quality First teaching is key to success. The activities outlined in the strategy above are heavily research informed and proven strategies.	This is reviewed on a weekly basis through the Quality Assurance Programme.  Further reviews will take place at the start of every Term following on from Subject Progress Data being completed.	LOL/SM	PP External Review Triad & SLT
2. <b>Access to challenging and appropriate curriculum</b>	Narrow the gap in reading age and literacy levels throughout the school. All year 11 exceed or are in line with their FFT50 target for English and Maths GCSE. Narrow the gap in homework and work completion.	<ul style="list-style-type: none"> <li>• PP students to be involved in the student voice process and book trawls/looks taking place each term.</li> <li>• Cultural gaps that exist through social disadvantage to be identified and addressed.</li> </ul>	Following evidence informed practice as well as government directives. Ebacc entry continues to show an upward trend, curriculum design should see this increase year on year.	Curriculum design scrutiny amongst SLT. Increasing this process to include curriculum leaders and subject teachers.  Use of pupils spotlight and EMRA allows for greater information sharing and gathering on pupils.	LOL/SM	PP External Review Triad & SLT

		See supporting strategy above				
TOTAL estimated budgeted cost:						£20,000
Of which from RP funding:						£0
TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1. <b>Reading, literacy and numeracy</b>	Narrow the gap in reading age and literacy levels throughout the school. All Year 11 exceed or are in line with their FFT50 target for English and Maths GCSE	<ul style="list-style-type: none"> <li>All students are part of a Tutor - Time reading programme.</li> <li>TTRP small group intervention</li> <li>Maths intervention</li> <li>Use of Lexplore</li> <li>Phonics training for TA's</li> </ul>	This approach has been adopted following on from student voice and scrutiny following reading age testing. EEF research supports the reading to and explaining of key vocabulary.	This is reviewed on a weekly basis through the Quality Assurance Programme.  Further reviews will take place at the start of every Term following on from Reading and Spelling Age tests.	LAW/JL	PP External Review Triad & SLT
2. <b>National tutoring programme</b>	Narrow the gap in reading age and literacy levels throughout the school. All year 11 exceed or are in line with their FFT50 target for English and Maths GCSE. Narrow the gap in homework and work completion.	<ul style="list-style-type: none"> <li>Accessed to support small group intervention.</li> <li>Support Pre-school, break/lunch and P6 teaching.</li> <li>Staff supporting silent study areas in school.</li> <li>Increase the number of teaching groups.</li> </ul>	Although the cost may be high for such an intervention, such tuition will help support those with the greatest gaps the most.  Post-covid/catch-up fund.	Reviewed termly as part of the intervention package available to students.	LAW/JL	PP External Review Triad & SLT

TOTAL estimated budgeted cost: £41,750  
 Of which from RP funding: £21,750 plus 40% school contribution.

## WIDER STRATEGIES

Priority No. from 3 Year plan	Review Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
<b>1. Attendance, behaviour &amp; family relations</b>	An increase in student engagement in enrichment activities and school life. Increase in parental support and engagement. Children are happy and learning in school. Narrow the attendance gap.	<ul style="list-style-type: none"> <li>• Student spotlight meetings to help to target intervention.</li> <li>• Pastoral team work to identify those most in need.</li> <li>• Well-being hub and safeguarding teams provide support environment and intervention that is appropriate and proportionate.</li> <li>• Student rewarded and recognised for their efforts.</li> </ul> See above strategy	Extensive research into what works at other school using platforms such as We are Beta, PIXL and EEF to support planning.	Review of PASS data (Term 1 & Term 3) as well as behaviour logs.	JLH/LAW	When SPC date is collated. PP External Review Triad (yearly) & SLT (termly)
<b>2. Pastoral support staffing</b>	An increase in student engagement in enrichment activities and	Tracking and monitoring all Pupil Premium pupils, identifying those students who need	Extensive research into what works at other school using platforms such as We are Beta, PIXL and EEF to	Weekly/fortnightly review of tracking data logs on attendance, behaviour &	JLH/LAW	PP External Review Triad & SLT



	<p>school life. Increase in parental support and engagement. Children are happy and learning in school. Children are happy and learning in school. No Barriers to learning linked to uniform or lack of equipment.</p>	<p>support. * EAL tutor for PP students</p> <ul style="list-style-type: none"> <li>• Communicating with parents/carer to ensure they are fully aware of all the support that is in place and offering them support outside of school</li> <li>• Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support.</li> <li>• Disadvantaged Department Leads profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. They produce a range of bespoke revision resources to aid the revision of PP students.</li> </ul>	support planning.	safeguarding.		
<b>3. Setting of high standards and</b>	Quality first teaching. Reducing the number of	<ul style="list-style-type: none"> <li>• The enhancement of the Wellbeing Hub</li> <li>• Continuation of 1:1</li> </ul>	Extensive research into what works at other school using platforms	Weekly/fortnightly review of tracking data logs on	JLH/LAW	PP External Review Triad &

<b>opportunities for all</b>	distracts that can course a child to lose learning time.	mentoring for all <ul style="list-style-type: none"> <li>• Cultural opportunities</li> <li>• Homework packs</li> <li>• Homework support clubs (Prep club)</li> <li>• Breakfast</li> <li>• Inclusive trips including Mt Cook and theatre trips e.g. Blood Brothers</li> <li>• Transition</li> <li>• IAG and aspirations</li> </ul>	such as We are Beta, PIXL and EEF to support planning.	attendance, behaviour & safeguarding.		SLT
<b>4. Equal opportunities for disadvantaged students</b>	An increase in student engagement in enrichment activities and school life.	<ul style="list-style-type: none"> <li>•Further support students and families to up-take and use FSM whilst acting upon student voice to improve the current food provision.</li> <li>•Develop a whole school daily well-being programme for all students.</li> <li>•Publicise support available for families suffering from financial difficulty. Including access to the CMAT hardship fund.</li> </ul>	Extensive research into what works at other school using platforms such as We are Beta, PIXL and EEF to support planning.	Weekly/fortnightly review of tracking data logs.	JLH/LAW	PP External Review Triad & SLT
<b>5. External specialist support</b>	Children are happy and learning in school.	<ul style="list-style-type: none"> <li>•Specialist intervention to those pupils that require support in areas that sit outside of staff</li> </ul>	Where we are unable to provide this support in house we have outsourced following the recommendations	Evaluations from pupils and data logs.	JLH/LAW	PP External Review Triad & SLT

		within our school areas of expertise.	of Staffordshire commissioning services or the use of services that have previously been used such as Youth for Christ.			
<b>6. Financial support to families</b>	No Barriers to learning linked to uniform or lack of equipment.	<ul style="list-style-type: none"> <li>• Providing a uniform bundle to year 7 pupils as well as hardship fund that parents can access and have their Childs uniform either subsidised or paid for.</li> </ul>	Given the current economic climate and the increase we have seen in the cost of living this was a necessity.		JLH/LAW	PP External Review Triad & SLT
<b>7. Stem subject CPD</b>	Quality first teaching	<ul style="list-style-type: none"> <li>• STEM subject teachers attendance at special training course to enhance their ability to teach the content of their course to all pupils. An array of different teaching strategies where explored to support staff in their delivery and help them meet the needs of all students regardless of need.</li> </ul>		Quality assurance programme & Walkthrus	JLH/LAW	PP External Review Triad & SLT
<b>8. Introduction of Edukey's Provision Map</b>	Every child is known, increase parental support and engagement. Pupils exceed their	<ul style="list-style-type: none"> <li>• Better tracking of intervention for all students</li> <li>• Support the Assess, Plan, Do and Review</li> </ul>	Extensive research into what works at other schools and is likely to make a difference in	Termly reviews & CPD sessions delivered. Feedback from parental/SEN	JLH/LAW	PP External Review Triad & SLT

	targets.	<p>the process with particular groups of students.</p> <ul style="list-style-type: none"> <li>• More effective transition from key worker to key worker or even primary school to secondary school.</li> <li>• Allow for the tracking of interventions and can help determine their success</li> </ul>	ours.	forums.		
<b>9. Introduction of Class Charts</b>	Every child is known, increase parental support and engagement. Pupils exceed their targets.	<ul style="list-style-type: none"> <li>• Ensure that all students needs including PP &amp; SEN are known.</li> <li>• Improved parental engagement and communication.</li> <li>• Ensure pupils receive timely and appropriate rewards.</li> <li>• Support teaching and learning strategies (seating for success).</li> <li>• Utilise provision mapping</li> <li>• Streamline the rewarding of pupils</li> </ul>	Extensive research into what works at other schools and is likely to make a difference in ours.	Termly review, Parent forum & Shared with Governors.	JLH/LAW	PP External Review Triad & SLT
<b>10. Career &amp; Transition points</b>	Pupils are engagement with their current and further learning	<ul style="list-style-type: none"> <li>• Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective</li> </ul>	Platforms such as We are Beta, PIXL and EEF to support planning.	Termly reviews and Quality assurance processes.	EDT/JM	PP External Review Triad & SLT

		<p>plans are in place.</p> <ul style="list-style-type: none"> <li>• Regular review of disadvantaged careers provision through the student tracking sheet. Students will fill out the document and then meet for further guidance with the careers advisor.</li> <li>• Disadvantaged students and students at risk of being NEET will receive additional input from Careers Advisor with hour-long meetings to discuss their next steps and provide robust IAG.</li> </ul>				
TOTAL estimated budgeted cost:						£81,800
Of which from RP funding:						£0

# REVIEW OF 3 YEAR STRATEGY [2021/22]

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
<p><b>Excellent teaching and learning - By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculum and knowledge gaps are quickly closed to maximise individual achievement.</b></p>	<p>We believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:</p> <ul style="list-style-type: none"> <li>• Period 6 and additional teaching</li> <li>• Small group teaching</li> <li>• Revision sessions</li> <li>• Departmental plans and strategies</li> <li>• Prioritise English and Maths tuition for disadvantaged students.</li> </ul> <p>Provide enhanced “exam readiness” resources and events for disadvantaged students, with a particular focus on Year 10 and 11.</p> <p>Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions and other targeted interventions.</p> <p>Formalise interventions for disadvantaged students from Year Leaders and Curriculum Leaders at data drops.</p> <p>MTIYT is used to create intervention plans for disadvantaged students,</p>	<p>High</p> <ul style="list-style-type: none"> <li>• Evidence from walk thru, work scrutiny and pupil voice.</li> <li>• SEF 360 visit</li> </ul> <p>Students are not disadvantaged due to prior circumstances, including lockdown, and continue to access excellent teaching and learning.</p> <p>Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.</p> <p>Students requiring curriculum or pastoral intervention are quickly identified and supported early.</p>	<p>Continue with Provision</p> <ul style="list-style-type: none"> <li>• Set each Year Leader up as PP Champion.</li> <li>• Ensure greater consistency with regard to knowledge retrieval.</li> <li>• Continue work with Walk Thrus</li> <li>• Ensure formative assessment at the end of each component of learning regularly identifies gaps in learning and that this informs subsequent planning. (Using Trust Assessment Framework)</li> </ul>

	<p>utilising Horsforth Quadrant, after data drops. Middle Leaders to create RAM plans.</p> <p>Ensure all disadvantaged students have access to an online device and monitor disadvantaged students' engagement with online learning and online homework.</p>		
<p><b>Curriculum (Including the catch up curriculum) All students, including those who are disadvantaged, are able to access a challenging and appropriate curriculum which meets both their current and future needs. Long term impact: Fluency and communication</b></p>	<p>Curriculum design constructed to ensure that all students, regardless of background and ability, have fair access to an inspiring and balanced curriculum that results in strong outcomes and excellent progression routes at key stage 4 and 5.</p> <p>Move to Firefly for homework to support competition and quality for disadvantaged students.</p> <p>Curriculum planning ensure sequencing and progression of skills across each year and key stage. Subject knowledge and skill development are mapped and linked to ensure progression.</p> <p>An increased teaching and learning focus on nurture teaching for the most vulnerable students within our school. This will ensure: that there are consistent high expectations across the school for these students, effective teaching and learning and the sharing of best practice.</p> <p>Ensure disadvantaged students are involved in the Student Voice programme, including work trawl, lesson observations and student panels.</p>	<p>High</p> <ul style="list-style-type: none"> <li>• Evidence from walk thru, work scrutiny and pupil voice.</li> <li>• SEF360 visit Engagement and relationships with school</li> <li>• Student voice during and post lockdown</li> <li>• Progression and destinations for Year 11</li> </ul> <p>Curriculum allows for strong outcomes for all students, including disadvantaged students.</p> <p>Increased evidence of cultural opportunities and enrichment opportunities within curriculum and lessons.</p>	<p>Continue with Provision</p> <p>Ensure formative assessment at the end of each component of learning regularly identifies gaps in learning and that this informs subsequent planning. (Using Trust Assessment Framework)</p> <p>Continue department CPD around sequencing (using a component and composite model) across years 7-11 to ensure pupils can retain knowledge and understand links with other subject areas. Develop a component-based formative assessment system. Ensure that all subjects are clearly planned to show how components of knowledge lead to composites (concepts or skills). All staff should be able to articulate clearly how components link to composites in their subjects.</p>

## TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
<p><b>Reading, literacy and numeracy – long-term impact of fluency and communication</b></p> <p><b>All pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through both the spoken and written language and finally, equip them with the skills to become lifelong learners and capable world citizens.</b></p>	<p>All students have access to the BRS Reading Ready programme, ensuring reading is a priority for all students.</p> <p>Targeted literacy intervention.</p> <p>Catch up numeracy.</p> <p>All students complete the small group reading intervention in Year 7 and 8 and all year groups complete Daily Tutor Time Reading. Substantially evidence of improving reading age of disadvantaged students.</p> <p>Provide additional tutoring for KS4 pupils not on track to pass English or Maths GCSE.</p>	<p>High</p> <ul style="list-style-type: none"> <li>• Evidence from walk thru, work scrutiny and pupil voice.</li> <li>• SEF 360 visit</li> <li>• Student voice during and post lockdown</li> <li>• Progression and destinations for Year 11</li> <li>• Reading age / Spelling age data</li> </ul> <p>Literate and numerate confidence increases life chances of all students whilst improving emotional and social wellbeing. No barriers to success in all qualifications across the curriculum and beyond.</p> <p>Students appreciate the value of reading for pleasure and personal fulfilment.</p>	<p>Continue with Provision</p> <ul style="list-style-type: none"> <li>• Pupils to have access to MyLexia</li> <li>• Record Spelling and Reading ages</li> <li>• Ensure that relevant staff are trained and equipped to deliver government approve phonics programme to support those pupils at the very early stage of reading</li> </ul>
<p><b>Attendance, behaviour and family relations all students feel school is completely inclusive and all barriers to inclusion, including</b></p>	<p>Attendance officer works collegiately with pastoral team to identify potentially vulnerable students and those at risk of PA.</p> <p>PST identify and work with a targeted group of students in each year group to establish, restore or maintain a positive home-school relationship.</p>	<p>High</p> <ul style="list-style-type: none"> <li>• Attendance has stayed in line or above national average.</li> <li>• Engagement and relationships with school</li> <li>• Student voice during and post lockdown</li> </ul>	<p>Continue with provision.</p> <p>Use data from recent PASS surveys (attitude to attendance) for targeted early intervention.</p>



<p><b>attendance, attitudes towards school and family relationships are positive and effect.</b>  <b>Long term impact: Strong, positive relationships between home and school</b></p>	<p>The pastoral team work to identify those most in need, including the working poor, who are struggling financially and provide support at home through the CMAT Hardship fund. We check FSM status ourselves through the Entrust system to ensure a more rapid response.</p> <p>Engagement Team support disadvantaged families with home learning and building parent confidence to support children with independent learning.</p> <p>Our Wellbeing Hub and Safeguarding Team provides a supportive environment and SEAL intervention for students who need this most.</p> <p>All students are rewarded and recognised to maintain positive relationships and aspirations.</p>	<ul style="list-style-type: none"> <li>• Feedback from parents</li> </ul>	
<p><b>Staffing for PP leads</b></p>	<p>The school employs 2 Pastoral Support Workers (PSWs). Each PSW takes the lead for pastoral care for disadvantaged students. They work closely with pupils and acts as a liaison between the school and parents/carers to ensure a productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities.</p> <p>Their main priorities include:</p> <ul style="list-style-type: none"> <li>• Tracking and monitoring all Pupil Premium pupils, identifying those students who need support.</li> <li>• EAL tutor for PP students</li> <li>• Communicating with parents/carer to ensure they are fully aware of all the support that is in place and offering them</li> </ul>	<p>High</p> <ul style="list-style-type: none"> <li>• Evidence from walk thru, work scrutiny and pupil voice.</li> <li>• Engagement and relationships with school</li> <li>• Student voice during and post lockdown</li> <li>• Progression and destinations for Year 11</li> </ul>	<p>Continue with Provision  Add PP to all actions plans and agendas.</p>

	<p>support outside of school</p> <ul style="list-style-type: none"> <li>• Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support.</li> </ul> <p>Disadvantaged Department Leads profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. They produce a range of bespoke revision Our high standards, expectations and support ensure that attendance and behaviour of Disadvantaged Students and non-Pupil Premium students are comparably high. High-level expectations and an ever-growing pastoral team will ensure all Disadvantaged Students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment. Inclusion includes the following:</p> <ul style="list-style-type: none"> <li>• The enhancement of the Wellbeing Hub</li> <li>• Cultural opportunities</li> <li>• Homework packs</li> <li>• Homework support clubs</li> <li>• Breakfast</li> <li>• Inclusive trips</li> <li>• Transition</li> <li>• IAG and aspirations</li> </ul>		
<p><b>Ensuring all disadvantaged</b></p>	<p>Further support students and families to up-take and use FSM whilst acting upon</p>	<p>High</p>	<p><b>Continue with provision.</b> Include in next parental voice.</p>

<p><b>students are given equal opportunity and experiences within school and all gaps are closed.</b></p> <p><b>Long term impact - equality and opportunity</b></p>	<p>student voice to improve the current food provision.</p> <p>Develop a whole school daily well-being programme for all students.</p> <p>Publicise support available for families suffering from financial difficulty.</p> <p>Including access to the CMAT hardship fund.</p>	<ul style="list-style-type: none"> <li>• Evidence from walk thru, work scrutiny and pupil voice.</li> <li>• SEF 360 visit</li> <li>• Engagement and relationships with school</li> <li>• Student voice during and post lockdown</li> </ul> <p>Students feel the school is fully inclusive and they are a valued part of the community; no opportunity is out of their reach and they more fulfil their personal potential, despite their present circumstances.</p>	
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## WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
<p><b>Character and cultural development</b></p> <p><b>All disadvantaged students are given the opportunities to experience a wide range of cultural</b></p>	<p>Integrate the "BRS Journey" into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development.</p> <p>Disadvantaged students supported and monitored to engage with extra-curricular activities through the KS3 HOY programmes, tracked through HOY records.</p>	<p>Opportunities for this have been limited due to lockdown restrictions.</p>	<p><b>Continue with provision.</b></p> <p>Plan for 21/22 is for Y8 and Y9 to access trips/visits pupils have missed out on.</p>

<p>opportunities and are provided opportunities to reflect upon their personal development. Long term impact: Cultural capacity</p>			
<p>Career and transition points All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in their chosen career and no students are NEET. Long term impact: Ambitious careers</p>	<p>Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.</p> <p>Regular review of disadvantaged careers provision through the student tracking sheet. Students will fill out the document and then meet for further guidance with the careers advisor.</p> <p>Disadvantaged students and students at risk of being NEET will receive additional input from Careers Advisor with hour-long meetings to discuss their next steps and provide robust IAG.</p> <p>Students will be given access to Apprenticeship and careers fairs throughout the year. They will be escorted to these by the Careers Advisor.</p> <p>Disadvantaged KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance. including 1:1 meetings and the Career Ready programme.</p>	<p>High</p> <ul style="list-style-type: none"> <li>• SEF 360 visit</li> <li>• Engagement and relationships with school</li> <li>• Student voice during and post lockdown</li> <li>• Progression and destinations for Year 11. No students are NEET after Year 11</li> <li>• Disadvantaged students have high aspirations and suitable action plans to achieve these (Career plans and data)</li> </ul>	<p><b>Continue with provision.</b></p> <p>Develop the character curriculum to ensure pupils have a broader experience of the world of work in order to address the fact that they do not follow a discreet work experience programme.</p> <p>Publish a statement setting out the arrangements the school has in place for pupils to access education and training providers and ensure that this is followed.</p>

How has this document been shared with stakeholders?	This document is available to all key stakeholder via the school website. Additionally, this documentation has been shared with governors during LGB meetings.
How do you know staff understand the strategy and apply correctly?	This is reviewed through the Quality Assurance Programme. Staff have received specific CPD relating to supporting the disadvantaged, behaviour management & extensive work around supporting those with additional needs. Additional training has been given on the effective use of Class Charts and Provision map.