

Pupil premium strategy statement

School overview

Detail	Data
School name	George Stephenson High School
Number of pupils in school	1283
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	30.10.21
Date on which it will be reviewed	3 times a year in line with reporting to Governor's Curriculum Committee.
Statement authorised by	Ian Wilkinson
Pupil premium lead	Kathryn Williams
Governor / Trustee lead	Birju Kotecha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,638
Recovery premium funding allocation this academic year	£87,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£351,478

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide the best possible educational experience for all our young people, irrespective of their background or the challenges they face. This school is, and will always be, fully inclusive and puts the students at the very centre of all that we do. We are committed to providing a learning environment which allows students to grow and develop academically, socially and personally into responsible, caring and confident young people.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers as well as the challenges which have been thrust upon our young people as a result of COVID-19.

Quality first teaching is at the heart of our approach (and as recommended by the EEF this proportionally works out as 50% of our financial and strategy commitment) with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. We recognize that literacy and reading is a barrier facing many of our most disadvantaged young people and are committed to ensuring that vocabulary is explicitly taught at whole school level and that relevant reading intervention programmes are used to benefit those students who need it most.

This strategy reflects our belief that investing heavily in pastoral care and the emotional wellbeing of our young people underpins their capability and resilience to learn. A large team of non-teaching Guidance Managers, Family Liaison Workers and our Educational Welfare Officer are at the heart of this offer.

Our strategy is also integral to our wider school plans for education recovery, notably in our targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment (including our own monitoring and evaluation, external and internal assessments) not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged student outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
<p>C1</p> <p><u>CPL which allows teachers to develop an "Inclusive Classroom" where Quality First Teaching secures students' learning behaviours thus benefitting all students including our PP and SEND learners</u></p>	<p>Research from the Pupil Premium strategies of our Feeder Primary Schools identifies that the disruption to learning caused by the COVID-19 Pandemic lies behind several challenges which impact on how we need to adapt and develop Quality First Teaching within the classroom. These challenges include supporting students in developing their working memory and retrieval ability but also supporting students whose learning behaviours/attitudes to learning are not yet secure as a result of the strain of financial, social and domestic challenges imposed on some families even more acutely by the Pandemic. The six strands of our CPL coaching programme (metacognition, cognitive load theory, retrieval, behaviour, Rosenshine's Principles and Digital Learning) this year are intended to upskill staff to support our young people in developing these skills and behaviours.</p> <p>CPL and investment in both our Guidance and Inclusion Teams will also provide an additional layer of support to disadvantaged students where necessary. This will include allocating a significant amount of Pastoral staff time and resources to identifying young people in need of additional support and deciding upon the most effective and research based range of interventions to help them overcome their barriers to learning and reduce Fixed Term Exclusions (particularly in KS3). This might include working with our in-house Newcastle United Foundation Programme, I Achieve, Turnaround/Bridging Groups of the external use of Foundation Futures or other LA support programmes and providers. GSHS recognises that we have many children who may need a more wholistic layer of support around the whole family as 40% of our PP cohort have had current of historical involvement of external agencies – this is a sharp rise on the 25% before the COVID-19 Pandemic. Our school context of deprivation means that there are many families facing social and economic challenge. Even though our school deprivation indicator (IDACI) is 0.2 (decile 5) compared to National of 0.2 a significant percentage of our PP students live in the most deprived areas nationally. 40 disadvantaged students live in deciles 1-2 (20%), further 51 students (25%) live in decile 3, Therefore, 45% (almost half) of our students eligible for PP live in deciles 1, 2 or 3. Statistics taken from Jan 2021 Census Data. Where a child and their extended family need support, school will be equipped to either lead on Early Help Assessments or complement the work of outside agencies such as social care etc.</p> <p>The second part of our CPL programme this year will focus on supporting the 11% of our students with SEND needs through a Lesson Study Model in line with our Ofsted target from 2019 which asked GSHS "Leaders, including the special educational needs coordinator, to ensure that they use professional development opportunities to share expertise in supporting the learning of pupils with SEND, so that they can help more pupils with SEND achieve higher standards." External scrutiny from the Local Authority and a SEND Collaborative Audit have confirmed our direction of travel is effective and we have key actions points to work on as a school. Our whole school SEND strategy and improvement plan sits behind this Pupil Premium Document. Indeed, according to the EEF, pupils with SEND are also more than twice as likely to be eligible for free school meals. At GSHS, there is a high level of crossover of students who are SEND and PP (43.85% of our SEND cohort are disadvantaged and 19.59% (almost 1 in 5) of our disadvantaged cohort have a SEND need. As such it is important that we ensure those young people achieve higher standards.</p>

<p>C2</p> <p><u>Social Emotional and Mental Health Difficulties (SEMH)</u></p>	<p>Our assessments (including well-being surveys), observations and discussions with students and families have identified social and emotional issues for many students. Similarly, our Feeder Primary Schools have identified SEMH as a clear challenge.</p> <p>More disadvantaged students than previously are moving towards being recognised as SEND K for SEMH following the Pandemic for a whole range of reasons including issues around transitioning from primary school, concerns about underachieving and falling behind, friendship and bullying issues, family issues (financial, exposure to domestic violence or parental mental health issues) fear of COVID-19, impact of increased exposure to the internet/social media. Indeed, following the COVID-19 Pandemic, national lockdowns and school closures, the number of children nationally who are experiencing a Mental Health Problem has almost doubled from 3 in 30 to 5 in 30 (or 1 in 6). Young Minds: “One in six children aged five to 16 were identified as having a probable mental health problem in July 2020, a huge increase from one in nine in 2017”. At GSHS, we estimate that within every class, 20% of those students eligible for PP have known SEMH difficulties. 63% of students who are on our SEND register for SEMH are disadvantaged.</p> <p>During and following the pandemic, internal (e.g. Someone Cares, Family Liaison Worker support) and external referrals for Mental Health support CAMHS, LA School Support Team etc have markedly increased. These challenges particularly affect disadvantaged students, including their attainment, attendance (see C3), and means that some students are not secure in their learning behaviours and it is crucial that school are able to either provide or signpost young people and their parents to the correct level of mental health support.</p>																													
<p>C3</p> <p><u>Attendance</u></p>	<p>Before the National Lockdown and closure of schools in March 2020, our overall attendance for half terms 1-2 in 2019-20 showed Disadvantaged students at 92% which is pretty much in line with the National Secondary Comparator 92.2% (HT1-6 2018-19) Our Persistent Absence figure for Disadvantaged students during HT1-2 2019-20 crept up to 28.0% from 23.1% but our local area suffered a significant blow to attendance due a Norovirus outbreak and indeed this was in line with the Local authority average for Middle and High Schools which was 28.1%. Unfortunately, the COVID-19 Pandemic has had a huge impact on attendance nationally and our PA for FSM students at the end of 2020-21 crept up to 34%. The root cause of this is difficult to assess but our own internal data and staff voice tells us that the Pandemic has led to some trends including anxiety and school refusal (particularly amongst Year 9 girls), concerns amongst our most medically vulnerable EHCP students about the impact of them catching COVID-19, a level of disengagement from some of our boys in particular who completed little work during lockdown periods and have disengaged with school, and a small but growing number of examples of CPV (Child to Parent Violence).</p> <p>Our aim is to keep reducing the persistent absence of our Disadvantaged Students to below national through upskilling our Pastoral staff in particular with how to deal with some of the new and emerging trends as a result of the Pandemic as our observations indicate that poor attendance rates for PP students reduces their school hours and causes them to fall behind on attainment. This will remain a challenging barrier for our school with students needing to self-isolate because of COVID-19.</p>																													
<p>C4</p> <p><u>Attainment gap on entry in English</u></p>	<p>Observations, assessments and discussions with KS3 students and staff indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impact their progress in all subjects. Our feeder primaries also identify that disadvantaged students have gaps in their knowledge of phonics and in decoding and that these are the main causes of this challenge.</p> <p>This is corroborated by the data we have. On entry, literacy levels of disadvantaged pupils are below their non-disadvantaged peers on entry and this has been compounded by the COVID-19 pandemic. Low levels in literacy have an impact across the curriculum, through extended writing tasks, SPAG and pupils’ ability to communicate effectively, using subject specific vocabulary. Their vocabulary and cultural capital are also affected, due to lack of wider reading.</p> <p>Across Years 9-11 there is an average of a 5.28% gap between PP and non PP students on entry to the school based on their Key Stage 2 Reading Data scaled scores/fine levels.</p> <table border="1" data-bbox="363 1899 1321 2011"> <thead> <tr> <th rowspan="2">PRIOR ATTAINMENT READING GAPS</th> <th colspan="3">Y9</th> <th colspan="3">Y10</th> <th colspan="3">Y11</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>% Diff</th> <th>PP</th> <th>NPP</th> <th>% Diff</th> <th>PP</th> <th>NPP</th> <th>% Diff</th> </tr> </thead> <tbody> <tr> <td></td> <td>100.43</td> <td>105.10</td> <td>4.55</td> <td>101.37</td> <td>105.83</td> <td>4.30</td> <td>99.20</td> <td>106.41</td> <td>7.01</td> </tr> </tbody> </table> <p>Our CAT4 testing for all Year 7 students revealed a significant FSM gap (94.7 v 99.7), which was biggest in verbal battery (Thinking with words). There is a similar trend in Year 8.</p>	PRIOR ATTAINMENT READING GAPS	Y9			Y10			Y11			PP	NPP	% Diff	PP	NPP	% Diff	PP	NPP	% Diff		100.43	105.10	4.55	101.37	105.83	4.30	99.20	106.41	7.01
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	The challenge for us at GSHS lies in ensuring that staff know and understand how to interpret data such as this at classroom teacher level but also that they are skilled up enough to understand how to select the most effective pedagogical approaches to supporting students' reading and literacy through their own quality first teaching. Where students require an additional layer of support beyond the classroom, GSHS will invest in packages which can help narrow gaps in phonics and decoding to be used by the SEND department.
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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><u>CPL which allows teachers to develop an "Inclusive Classroom" where Quality First Teaching will benefit all students including our PP and SEND learners</u></p>	<ul style="list-style-type: none"> The six strands of our CPL coaching programme (metacognition, cognitive load theory, retrieval, behaviour, Rosenshine's Principles and Digital Learning) this year are intended to upskill staff to support our young people in overcoming challenges including developing their working memory and retrieval ability but also supporting students whose learning behaviours/attitudes to learning which are not yet secure as a result of the strain of financial, social and domestic challenges imposed on some families by the Pandemic. developing these skills. CPL for all staff on SEND needs and understanding Quality First Teaching for SEND students (i.e. scaffolding, modelling, metacognition) through the mechanism of Lesson Study, via Department Meeting collaboration and attendance at Meetings Around the Child will ensure that Teachers and teaching assistants are highly skilled in recognising and understanding students' SEND needs and provide appropriately differentiated work. (see whole school SIP for SEND strategy) CPL and investment in both our Guidance and Inclusion Teams will also provide an additional layer of support to underpin and complement QFT for disadvantaged students where necessary. This will include allocating a significant amount of Pastoral staff time and resources to support students overcome barriers to learning and reduce FTEs at KS3 via the development of Personalised Learning Packages/Pathways. This might include working with our in-house Newcastle United Foundation Programme, I Achieve, Turnaround/Bridging Groups of the external use of Foundation Futures or other LA support programmes and providers. Where a child and their extended family need support, school will be equipped to either lead on Early Help Assessments or complement the work of outside agencies such as social care etc. Progress and life chances are subsequently accelerated for all disadvantaged students. 	<p>End of Year 1: CPL Programme completed and evaluated and informs Year 2 CPL Programme. Staff trialling strategies in lessons. Academic and Class Charts data used successfully to monitor students' learning behaviours/attitudes to learning. Pupil Passports used effectively by teaching staff and reviews of Pupil Passport targets completed termly and indicate staff know their SEND students and their targets very well. Inclusion Team meetings well established and appropriate systems/training embedded to ensure support for children and families via range of internal and external intervention. De-implementation of subject-specific support for SEND in Maths following LA Review. Exclusions reduce in KS3 (e.g. Term 1 2020-21 = 40FTEs, 2021-22 = 32 FTEs)</p> <p>End of Year 2 M+E shows that strategies from CPL programme are now embedded into classroom practice. Impact should be seen in narrowing gaps for effort data between PP/non PP Data and SEND/non SEND data. De-implementation of "six strands" replaced by whole school Literacy and Oracy focus. Provision Mapping via Class Charts is introduced as a way of sharing and monitoring Pupil Passport data more effectively for classroom teachers but also help track Tier 2+3 interventions more strategically at LT and CL Level to measure impact of work on improving students' attitudes to learning. Inclusion Team meetings well established and appropriate systems/training embedded to ensure support for children and families via range of internal and external intervention. Exclusion rates continue to reduce at KS3.</p> <p>End of Year 3 CPL Programme likely to continue to focus on literacy and reading – may extend to spelling and writing. SEND strategy de-implemented if successfully completed in 2022-23. 2024/25 KS4 outcomes (for Year 11, who were Year 9 when this strategy commenced) demonstrate an rising improvement in the Progress 8 scores of PP and SEND learners. Inclusion Team meetings well established and appropriate systems/training embedded to ensure support for children and families via range of internal and external intervention. Exclusion rates for KS3 show a three year improvement overall.</p> <p>Ongoing</p> <ul style="list-style-type: none"> Appraisal targets and Curriculum Leader DIPS contain both a T+L (six strands) and SEND focus for the year to ensure accountability over the next three academic years. Lesson observations will help us monitor the effectiveness of the CPL in terms of impact in lessons.

		<ul style="list-style-type: none"> Teachers play an integral role in setting Pupil Passport targets alongside Teaching Assistants making them more specific to their curriculum area Monitoring and Evaluation (Whole School and at Curriculum Leader Level) via Student voice, Work Scrutiny and Staff Voice will triangulate to reflect that teachers are successfully implementing strategies from CPL in order to facilitate an “inclusive classroom environment” which develops students’ learning behaviours to make them more secure and make reasonable adjustments for SEND students to enable them to meet the targets on their Pupil Passports.
<p>C2 <u>Social Emotional and Mental Health Difficulties (SEMH)</u></p>	<ul style="list-style-type: none"> The Wellbeing Working Party in school will be established and work in partnerships with the LA on the Mental Health First Aid programme in order for us to audit our own practice and develop a whole school approach to mental health. There is a common language and clear “Mental Health” offer that all staff understand. The NT Graduated Approach to SEMH is embedded and used to plan-do-review to ensure that students in need of support are identified quickly by our Pastoral and Inclusion Teams and offered the appropriate support either internally or externally. Personalised learning packages/pathways are developed to ensure any disruption to students’ learning or attendance as a result of SEMH is minimised with a clear plan for gradual but full-time reintegration into either mainstream school or alternative provision. The facilities the school offers in terms of meeting and safe spaces for students and their families will be reviewed and improved accordingly in order to foster a warm, comforting environment to both students and their families. 	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>End of Year 1:</p> <ul style="list-style-type: none"> NT Audit completed and action plan completed by July 2022. Wellbeing Working Party established and appointment of Educational Mental Health Practitioner in School from Jan 2022. Clear pathway designed and shared with all Pastoral Staff for how to support SEMH. Whole staff training delivered on ALGAE. EWO trained to support and complete Young Carers Needs Assessments. as well as in Self-Harm, CPA etc and be able to lead on EHA. Appointment of a School Nurse to support the wider work of the Guidance Team to ensure a more efficient referral process. Staged Approach to SEMH through QFT system set up and reviewed via Inclusion Meeting schedule and whole school M+E of SEND. <p>End of Year 2:</p> <ul style="list-style-type: none"> Begin work towards Carnegie Mental Health Award (audit and action plan). Conduct review of internal facilities and consider short-term interim Curriculum Support/hub style offer and relevant staffing. Investigate capacity for introducing and benefits of THRIVE training at GSHS. Maintain systems of support from previous year. <p>End of Year 3:</p> <ul style="list-style-type: none"> New purpose-built internal SEMH hub costed and planned. Carnegie Mental Health Award – either achieved or moved onto next level e.g. Bronze, Silver Gold etc. Three year upward trend for P8 for PP students particularly SEND K (SEMH) <p>Ongoing M+E</p> <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations with demonstrate that students, parents and staff access support in a timely and effective manner. Baselines surveys to be completed Nov 2021 and annual interim surveys will be used to monitor progress.
<p>C3 <u>Attendance</u></p>	<p>The attendance of disadvantaged students is improved so that students are able to make good progress.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate whole school to be below national by the end of year 2023/4 - Persistence absence to be below 14.9 % (National data 2020 DfE)

	<p>(Boys in Year 8, 9 and 11) and girls and SEND in Year 10.</p> <p>*The proportion of pupils who are PA is reduced.</p>	<p>July 21). - The gap between disadvantaged students and their peers will decrease from 12.8% and will decrease year on year.</p> <ul style="list-style-type: none"> The success criteria from C1 and C2 above will be met and have a direct impact on C2.
<p>C4 <u>Reading and comprehension</u></p>	<p>Improved reading comprehension among disadvantaged students.</p>	<p>Literacy plan sits behind this plan in the whole school SIP but in summary:</p> <p>End of Year 1:</p> <ul style="list-style-type: none"> Research into the whole school literacy strategy to launch in CPL in 2022-23 conducted by LT and in discussion with C Leaders. Consideration given to how a school wide reading test (e.g GORT, or NGRT or Cat 4) should be established for all pupils and rolled out. Continue to complete Reading Recovery programme now that isolation is having a lesser impact than in Sept on student and staff absence due to COVID-19 self isolation etc. <p>End of Year 2</p> <ul style="list-style-type: none"> Launch of whole school reading strategy in CPL will focus on teaching different types of reading, decoding exam questions, morphology and Tier 2 vocab within lessons but also Reading for Pleasure through the tutorial programme. This will be supplemented by targeted reading programmes (currently being researched to launch in Years 2+3 to supplement the Reader Recovery work which has not been as successful as in previous years due to students/staff absence caused by COVID-19). <p>End of Year 3:</p> <p>Embedding strategies from CPL in Year 2 – moving towards spelling and writing approaches for Year 3.</p> <p>Evaluate effectiveness through</p> <ul style="list-style-type: none"> Continuing improvement in reading ages above functional literacy levels, leading to an increase in students with a reading age above their chronological age; reading age of Pupil Premium students improving by an average of 6 months. Use of Cat4 scores to track problem solving and Verbal reasoning skills. Improvements in these areas to be tracked and interventions developed so that any gaps diminish over the life of this plan. English tracking data shows the gap between disadvantaged pupils and their peers diminishing as they proceed through the school. (Tracked year on year). - Writing age gaps for year 7 disadvantaged cohorts (as compared to their peers in school) will diminish to 0 by year 9.

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: £165, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching in order to foster an “Inclusive Classroom” environment. Supporting high quality teaching is pivotal in improving outcomes for all but particularly for our SEND and Disadvantaged Students’ outcomes.	Research indicates that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. EEF Research Link from <i>“Special Educational Needs in Mainstream Schools</i> <i>Five recommendations on special education needs in mainstream school”</i>	C1 C2 C3 C4
Whole school CPL will contain a focus Metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly by teaching them specific strategies for planning, monitoring, and evaluating their own learning as well as supporting students become more secure in their learning behaviours.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective and that those approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF Research Link –Metacognition and Self-regulation	C2 C1
Continue to embed Whole School Positive Behaviour Management System as well as targeted behaviour improvement and resilience programmes for students displaying a lack or engagement or challenging behaviour (SEMH)	There is evidence across a range of different behaviour interventions with highest impacts for approaches that focus on self-management and self-regulation. Research indicates that both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months). EEF Research Link – Behaviour Interventions	C1, C2, C3,
Adoption of whole school approach to tackling mental health in order to provide us with a common language at whole school level and effective intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local authority and SST and teacher release time as well as integrating an EMHP into school.	EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	C2 C3

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

Budgeted cost: £ [70, 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Team Time Use of a significant amount of SLT/SENCO/Progress and Achievement Leader Support (Inclusion Team) time to Personalised Learning Packages/Pathways to support students in becoming more secure in their learning behaviours and reduce FTEs at KS3.</p> <p>Approaches will include:</p> <ul style="list-style-type: none"> Newcastle United Foundation (one member of full time staff for two years working on a variety of intervention programmes). Foundation Futures support (various support packages for KS3 external to school) Future Me (NECOP) - menu of interventions from mentoring to raising aspirations. Developing Personalised Learning Packages developed at KS3 including amalgamation of the above with internal programmes such as I Achieve. 	<p>Case studies from FF and NUF as well as internal and external impact reports are wholly positive about all of these approaches on students' mental health and wellbeing, attendance etc.</p>	<p>C2 C1 C3</p>
<p>Purchase of standardized diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>C1 C2 C4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>C4 C5</p>
<p>Focused literacy support across the curriculum to address gaps and improve DA pupils' vocabulary, reading comprehension and communication skills.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. EEF Research Link - Reading Comprehension</p>	<p>C4</p>

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

Budgeted cost: £ 28, 638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>EWO will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>C3 C2</p>

Total budgeted cost: £ £263,638

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years across the curriculum. The attainment gap between disadvantaged students and non-disadvantaged students was 1.3 (over 1 grade's difference)

Despite being on track during the first year (2018/19) with the progress of disadvantaged students being our best in three years, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised and are difficult to measure due to their being no meaningful P8 data for the past two years. The Attainment gap has risen from 2018/19: 1.27, 2019/20 0.89 to 2020/21: 1.36. However this also mirrors the difference in the disadvantaged gap on entry to GSHS which was much bigger for the 2020/21 cohort than the previous year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality remote learning curriculum, including during periods of partial closure.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 92%, it was still higher than the national average. Indeed, throughout the lockdown period last year and during 2020-21 we were constantly on or above national for % attendance figures. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5.7% higher than their peers and persistent absence 20.6% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.