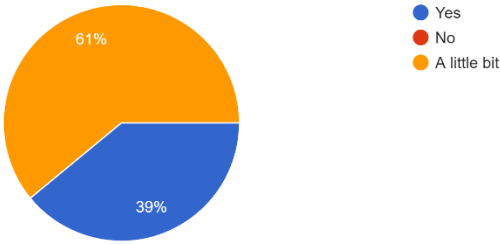


# Up Holland High School Pupil premium strategy: spending review and evaluation 2022 - 2023

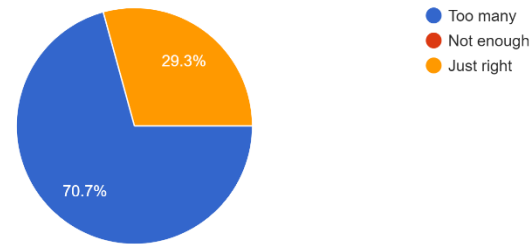
## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100, 000

| Activity  | Intended outcome  | Evaluation/ impact  |     |     |    |    |              |     |
|---|---|---|-----|-----|----|----|--------------|-----|
| <p>1. Focus on Quality First Teaching through a calendared CPD programme.</p> | <p>Whole school INSET on T&amp;L strategies to support progress and timely intervention (questioning, AFL, collaboration, Walkthrus to be evident in lesson observations and faculty reviews)<br/>Increased staff CPD</p> | <p>Over 90% of teachers agreed that WALKTHRU had helped their teaching practice. (yes and a little bit).<br/>No teachers selected that they did not get something from the walkthru.</p> <div data-bbox="819 655 1778 1062" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Do you think the Walkthrus have helped improve your teaching practice this year?<br/>41 responses</p>  <table border="1" data-bbox="1420 778 1514 852"> <tr> <td>Yes</td> <td>39%</td> </tr> <tr> <td>No</td> <td>0%</td> </tr> <tr> <td>A little bit</td> <td>61%</td> </tr> </table> </div> <p>It was noted that majority of teachers found 5 too many.</p> | Yes | 39% | No | 0% | A little bit | 61% |
| Yes   | 39%   |   |     |     |    |    |              |     |
| No  | 0%  |   |     |     |    |    |              |     |
| A little bit  | 61%   |   |     |     |    |    |              |     |

Do you think 5 WALKTHRUS over the whole year was...

41 responses

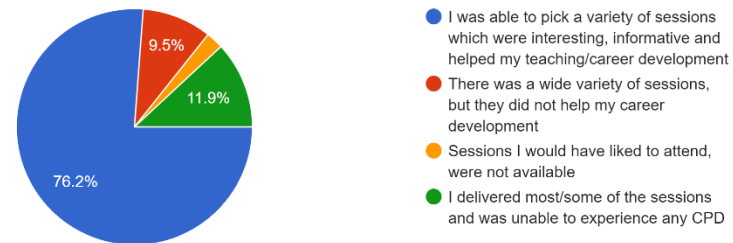


This has now been changed to 1 a term.

The vast majority of teachers were happy with the Pick and Mix offer.

Which statement best sums up your experience of Pick and Mix this year (please pick 1)

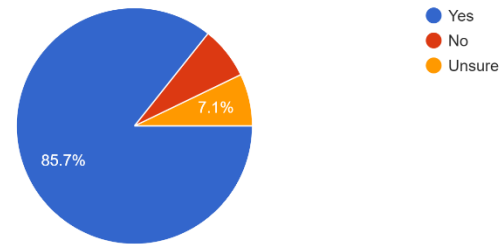
42 responses



Teachers overall, were happy with their bespoke CPD package.

Do you feel you have received a bespoke CPD package regarding the Pick and Mix sessions?

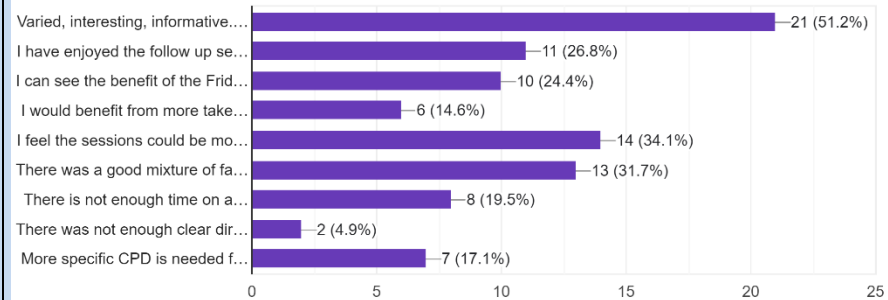
42 responses



Generally, Friday T & L were well received. Changes have been made to the name and sessions. It is now Friday Focus with a clearer intent on sharing the sessions with all levels of school. (whole school updates, faculty time, Q of E, faculty spotlight)

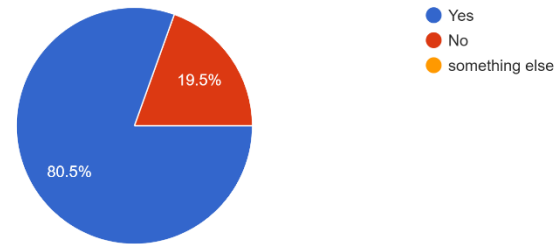
Which statement best sums up Friday morning CPD (please pick as many that you think are appropriate)

41 responses



Most teachers are happy with the coaching observations and wish for these to continue.

The coaching observations are due to commence, is this something you would wish to continue next year  
41 responses



**Will you continue with/ amend this approach?**

**Yes. The staff voice has clearly indicated that the bespoke and personalised approach to CPD is meeting the professional needs of our staff body (see results above). Building on the Rosenshine’s principles in 2021-22 & the Rosenshine Walkthru’s last year, the quality of education team has continued with the application of the Walkthru strategies in conjunction with the following:**

- **Whole school Inset focus areas:** Active learning/Challenging activities, Mixed ability teaching, Metacognition strategies, Recall/retrieval strategies and the promotion of ATL & Reading. This will also now include more faculty time to ensure progress leaders in the implementation of the QOE intent.
- **New methods of teacher observation:** Using the 10 golden thread priorities to support pedagogy and CPD needs of teaching staff.
- **Friday Focus sessions:** These will include all aspects of the school improvement priorities.
- **Pick & Mix CPD sessions:** Based upon staff needs via audit and facilitated by staff across the school. Staff will once again choose the sessions based upon their CPD needs.

2. To embed effective self-regulation.

Embed revision strategies/ homework into subject curriculums to ensure that students can retain knowledge.

|            | P8     | TERM 1 | TERM 2 |
|------------|--------|--------|--------|
| <b>Y10</b> | PP     | -1.06  | -1.44  |
|            | Non-PP | -0.87  | -1.15  |
|            | Gap    | -0.19  | -0.29  |
| <b>Y11</b> | PP     | -1.02  | -0.95  |
|            | Non-PP | -1.04  | -0.97  |

|     |       |       |
|-----|-------|-------|
| Gap | +0.02 | -0.02 |
|-----|-------|-------|

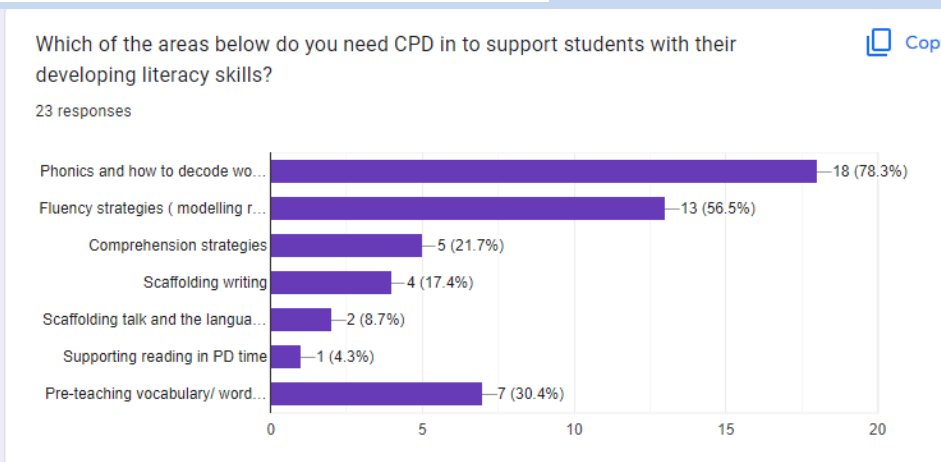
| Average grade |        |        |        |
|---------------|--------|--------|--------|
|               |        | Term 1 | Term 2 |
| Y7            | PP     | D+     | S-     |
|               | Non-PP | S=     | S=     |
| Y8            | PP     | D+     | D=     |
|               | Non-PP | S-     | D=     |
| Y9            | PP     | D+     | D=     |
|               | Non-PP | S-     | D=     |

**Will you continue with/ amend this approach?**

To continue

3. A whole school focus on reading, vocabulary development and disciplinary literacy.

Whole school INSET on strategies based around the work of Alex Quigley (Closing the vocabulary gap) and Averil Coxhead (Academic word list). Developing key strategies for using language of the expert in the classroom.



**Will you continue with/ amend this approach?**

To continue

|  | <p>Form time programme of 'Communication' planned and delivered to each year group. Focus on etymology, prefixes, suffixes, idioms, exam command words and 'register and read'.</p>   | <p>Lancashire PAQ results: 'My school helps me to improve my reading skills' - 73% positive</p> <p><u>Lancashire PAQ results 2022</u></p> <p>'School helps me to learn and understand unfamiliar words that help me in lessons' 84% positive</p> <p><b>Will you continue with/ amend this approach?</b></p> <p>'Communication' removed from PD curriculum, R and R to continue. New booklet trial for Y10</p>  |               |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|--|---|--|---------------|-------|--|--|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|--|------------|-----|-----|-----|-----|-------|----|-------|-------|--------|-------|-------|-----|-------|-------|-----|-------|----|-------|-------|--------|-------|-------|-----|-------|-------|
|  | <p>Form time programme of Reading planned and delivered for Y7-10. Each class reader has a teacher guide with vocabulary and student questions to promote the skills of retrieval, comprehension, inference and prediction.</p> | <p>The bank of readers has increased this academic year and student voice means that students have had input into the genres they are interested in. Analysis below:</p> <p><a href="https://8884173.sharepoint.com/:p:/r/UHSSLT/ layouts/15/Doc.aspx?sourcedoc=%7BC5AB4579-C7C4-41A3-BF05-2464AA38647E%7D&amp;file=Form%20Reader%20Year%207%20analysis%202022.pptx&amp;action=edit&amp;mobileredirect=true">https://8884173.sharepoint.com/:p:/r/UHSSLT/ layouts/15/Doc.aspx?sourcedoc=%7BC5AB4579-C7C4-41A3-BF05-2464AA38647E%7D&amp;file=Form%20Reader%20Year%207%20analysis%202022.pptx&amp;action=edit&amp;mobileredirect=true</a></p> <p>Overview: On average, 76% students liked the teacher modelling reading. 64% felt it improved their own vocabulary.</p> <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue. New trial of reading booklets for Y10.</p>  |               |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| <p><b>Activity</b></p>   | <p><b>Intended outcome</b></p>  | <p><b>Evaluation/ impact</b></p>   |               |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| <p>A programme of catch up is delivered across all faculties to ensure gaps in learning are addressed.</p> | <p>Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students.</p>   | <table border="1" data-bbox="837 879 1263 1235"> <thead> <tr> <th colspan="4">Average grade</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y7</td> <td>PP</td> <td>D+</td> <td>S-</td> </tr> <tr> <td>Non-PP</td> <td>S=</td> <td>S=</td> </tr> <tr> <td rowspan="2">Y8</td> <td>PP</td> <td>D+</td> <td>D=</td> </tr> <tr> <td>Non-PP</td> <td>S-</td> <td>D=</td> </tr> <tr> <td rowspan="2">Y9</td> <td>PP</td> <td>D+</td> <td>D=</td> </tr> <tr> <td>Non-PP</td> <td>S-</td> <td>D=</td> </tr> </tbody> </table> <table border="1" data-bbox="1323 879 1890 1251"> <thead> <tr> <th></th> <th>P8 current</th> <th>SPI</th> <th>DD1</th> <th>DD2</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Y10</td> <td rowspan="3">-1.19</td> <td>PP</td> <td>-1.06</td> <td>-1.44</td> </tr> <tr> <td>Non-PP</td> <td>-0.87</td> <td>-1.15</td> </tr> <tr> <td>Gap</td> <td>-0.29</td> <td>-0.29</td> </tr> <tr> <td rowspan="3">Y11</td> <td rowspan="3">-1.02</td> <td>PP</td> <td>-1.02</td> <td>-0.95</td> </tr> <tr> <td>Non-PP</td> <td>-1.04</td> <td>-0.97</td> </tr> <tr> <td>Gap</td> <td>+0.02</td> <td>-0.02</td> </tr> </tbody> </table> | Average grade |       |  |  | Y7 | PP | D+ | S- | Non-PP | S= | S= | Y8 | PP | D+ | D= | Non-PP | S- | D= | Y9 | PP | D+ | D= | Non-PP | S- | D= |  | P8 current | SPI | DD1 | DD2 | Y10 | -1.19 | PP | -1.06 | -1.44 | Non-PP | -0.87 | -1.15 | Gap | -0.29 | -0.29 | Y11 | -1.02 | PP | -1.02 | -0.95 | Non-PP | -1.04 | -0.97 | Gap | +0.02 | -0.02 |
| Average grade  |   |  |               |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| Y7   | PP  | D+   | S-            |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  | Non-PP  | S=   | S=            |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| Y8   | PP  | D+   | D=            |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  | Non-PP  | S-   | D=            |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| Y9   | PP  | D+   | D=            |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  | Non-PP  | S-   | D=            |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  | P8 current  | SPI  | DD1           | DD2   |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| Y10  | -1.19   | PP   | -1.06         | -1.44 |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  |   | Non-PP   | -0.87         | -1.15 |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  |   | Gap  | -0.29         | -0.29 |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| Y11  | -1.02   | PP   | -1.02         | -0.95 |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  |   | Non-PP   | -1.04         | -0.97 |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
|  |   | Gap  | +0.02         | -0.02 |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |
| <p>Faculty bids</p>  | <p>Allow PL's to bid for resources, trips, staff training to improve teaching and learning in their area.</p>   | <p>Increase in the number of PP students signed up to trips for WOW week due to subsidised costs</p> <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue.</p>  |               |       |  |  |    |    |    |    |        |    |    |    |    |    |    |        |    |    |    |    |    |    |        |    |    |  |            |     |     |     |     |       |    |       |       |        |       |       |     |       |       |     |       |    |       |       |        |       |       |     |       |       |

| Revision organisation   | GCSE revision packs for underachieving PP students   | 30 students provided with a GCSE revision starter pack.<br>- By DD2, 19/30 Y11 students have made positive progress<br><b>Will you continue with/ amend this approach?</b><br>To continue  |                      |          |            |         |    |                       |                       |                      |
|---|--|--|----------------------|----------|------------|---------|----|-----------------------|-----------------------|----------------------|
| Contribution to transition activities, resources and staff time                       |  | 3 day Summer school delivered for SEND students. Commando Joes offer for 30 students.<br><b>Will you continue with/ amend this approach?</b><br>To continue.   |                      |          |            |         |    |                       |                       |                      |
| Contribution to laptops/tablets purchased for SEN students.                           | To enable the 'usual way of working' for our SEN students in the classroom.                            | <b>Will you continue with/ amend this approach?</b><br>To continue.  |                      |          |            |         |    |                       |                       |                      |
| Link courses and alternative provision.   | Alternative provision available for students with additional needs                                     | Impact – reduction in permanent exclusions for those attending APU<br><b>Will you continue with/ amend this approach?</b><br>To continue. Currently used a mix of Acorns, Engagement Centre, Three Towers and Wigan Athletic for alternative provision.  |                      |          |            |         |    |                       |                       |                      |
| Staff who are 'under allocation' to be used by faculties to provide catch up support. | Overstaffing in faculty areas to allow for focused intervention/ smaller group sizes and catch-up work | English:<br><table border="1"> <thead> <tr> <th></th> <th>Nov Mock</th> <th>March Mock</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>3.93 Lang<br/>3.19 Lit</td> <td>4.06 Lang<br/>3.35 Lit</td> <td>4.36 Lang<br/>4.7 Lit</td> </tr> </tbody> </table><br>Maths – By mock 2<br>Overall student progress: +0.6 subgrades<br>Round 1 intervention students – 0.32 subgrades<br>Round 2 intervention students – 0.76 subgrades<br>Round 3 intervention students – 1.47 subgrades<br>Round 4 intervention students – 1.4 subgrades<br><b>Will you continue with/ amend this approach?</b><br>To continue. |                      | Nov Mock | March Mock | Results | A8 | 3.93 Lang<br>3.19 Lit | 4.06 Lang<br>3.35 Lit | 4.36 Lang<br>4.7 Lit |
|   | Nov Mock   | March Mock   | Results              |          |            |         |    |                       |                       |                      |
| A8  | 3.93 Lang<br>3.19 Lit  | 4.06 Lang<br>3.35 Lit  | 4.36 Lang<br>4.7 Lit |          |            |         |    |                       |                       |                      |
| Purchase tablets for LSA use to improve T&L for SEND students                         | Increase levels of communication between teaching staff and LSAs using Synergy                         | <b>Will you continue with/ amend this approach?</b><br>To continue.  |                      |          |            |         |    |                       |                       |                      |

Herts Reading Fluency project

Training provided which can be shared with LSAs and English staff. Supports weaker readers (comprehension issues)

|                   |              |  |  |  |                |  |  |  |                 |
|-------------------|--------------|--|--|--|----------------|--|--|--|-----------------|
| Average (all)     | 2.9 month(s) |  |  |  | + 2.2 month(s) |  |  |  | + 20.5 month(s) |
| Average (female)  | #DIV/0!      |  |  |  | #DIV/0!        |  |  |  | #DIV/0!         |
| Average (male)    | 2.8 month(s) |  |  |  | + 1.2 month(s) |  |  |  | + 23.4 month(s) |
| Average (PPG)     | 4.0 month(s) |  |  |  | 0.0 month(s)   |  |  |  | + 29.0 month(s) |
| Average (non-PPG) | #DIV/0!      |  |  |  | #DIV/0!        |  |  |  | #DIV/0!         |

January 2023 data: Average increase in comprehension for PPG students is +29 months

|       |  |       |       |                       |
|-------|--|-------|-------|-----------------------|
| 8.07  |  | 11.10 | 3.03  | + 3 yrs 03 mths       |
| 11.06 |  | 11.10 | 0.04  | + 04 months           |
| 11.02 |  | 12.05 | 1.03  | + 1 yrs 03 mths (max) |
| 8.1   |  | 10.06 | 1.08  | + 1 yrs 08 mths       |
| 7.1   |  | 09.10 | 2.00  | + 2 yrs 2 mths        |
| 11.1  |  | 11.06 | -0.04 | - 04 months           |
| 10.06 |  | 10.10 | 0.04  | + 04 months           |
| 08.05 |  | 12.05 | 4.00  | + 4 yrs 4 mths (max)  |

March 2023: Average increase in comprehension for PPG students is +23 months

July 2023: Average increase in comprehension for PPG students is +29 months

| Accuracy Rating |       |              |                    | Reading Rate |       |              |                        | Comprehension |               |       |              |                         |
|-----------------|-------|--------------|--------------------|--------------|-------|--------------|------------------------|---------------|---------------|-------|--------------|-------------------------|
| Start           | End   | Change (y.m) | Change in Accuracy | Start        | End   | Change (y.m) | Change in Reading Rate | Start         | > CA on entry | End   | Change (y.m) | Change in Comprehension |
|                 |       |              |                    |              |       |              |                        |               |               |       |              |                         |
| 07.08           | 07.05 | -0.03        | - 03 months        | 10.04        | 11.07 | 1.03         | + 1 yrs 03 mths        | 12.05         |               | 12.05 | 0.00         | no change               |
| 12.05           | 11.10 | -0.07        | - 07 months        | 12.05        | 12.05 | 0.00         | no change              | 11.02         |               | 12.05 | 1.03         | + 1 yrs 03 mths (max)   |
| 11.03           | 12.02 | 0.11         | + 11 months        | 12.05        | 12.05 | 0.00         | no change              | 09.07         |               | 09.10 | 0.03         | + 03 months             |
| 08.09           | 10.01 | 1.04         | + 1 yrs 04 mths    | 09.11        | 10.02 | 0.03         | + 03 months            | 08.10         |               | 10.06 | 1.08         | + 1 yrs 08 mths         |
| 09.10           | 11.10 | 2.00         | + 2 yrs 2 mths     | 12.02        | 12.02 | 0.00         | no change              | 11.02         |               | 09.10 | -1.04        | - 1yrs 04 mths          |
| 07.02           | 08.09 | 1.07         | + 1 yrs 07 mths    | 09.05        | 10.07 | 1.02         | + 1 yrs 02 mths        | 10.02         |               | 12.05 | 2.03         | + 2 yrs 03 mths (max)   |
| 07.05           |       | -7.05        | - 7yrs 05 mths     | 11.07        |       | -11.07       | - 1yrs 07 mths         | 09.04         |               |       | -9.04        | - 9yrs 04 mths          |
| 08.09           | 12.02 | 3.05         | + 3 yrs 05 mths    | 10.10        | 11.01 | 0.03         | + 03 months            | 07.00         |               | 09.10 | 2.10         | + 2 yrs .1 mths         |

**Will you continue with/ amend this approach?**

To continue



|  |  |
|--|--|
| <p><b>Total:</b><br/>£99, 854</p> <p>Budgeted cost: £100,000</p> |  |
|--|--|

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

Budgeted cost: £73, 560

| Activity                               | Intended outcome  | Evaluation/ impact  |                    |                    |                    |                    |                    |
|--|---|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1. Literacy and Numeracy interventions | Indirect Dyslexia Programme to improve reading skills for Y7,8 and Y9 students. | Y7  |                    | Y8                 |                    | Y9                 |                    |
|  |   | Avg Increase in RA  | Avg Increase in SA | Avg Increase in RA | Avg Increase in SA | Avg Increase in RA | Avg Increase in SA |
|  |   | -   | -                  | 5.5m               | 10m                | 16m                | 11m                |
|  |   | <p>No data for Y7 until the end of Feb testing</p> <p><b>Will you continue with/ amend this approach?</b></p> <p><b>To continue</b></p> |                    |                    |                    |                    |                    |

Assistant SENCO and TA trained in providing phonics for small group/one to one tuition with Y7 and Y9 students. Focused support for identified students.

|   | Increase in Reading Age from September '22 to February '23. |
|---|---|
| 07.4U<br>(had Fresh Start)                            | +0.01   |
| Average of the 6 other Y7 classes<br>(no Fresh Start) | +0.04   |
| 09.4U<br>(had Fresh Start)                            | +0.10   |
| Average of the 6 other Y9 classes<br>(no Fresh Start) | +0.04   |

**Will you continue with/ amend this approach?**

Phonics to continue with identified students.

Delivery of Accelerated Reader programme to small groups of students. Aims to develop reading and comprehension skills in a structured programme using zones of proximal development.

Use of the Accelerated Reader 'Star Reader' test to show an improvement in reading ages.

**Accelerated Reader: Pass rate and number of tests taken**

|           | <b>Term 1 PP</b>               | <b>Non-PP</b>                 | <b>Term 2 PP</b>              | <b>Non-PP</b>                 | <b>Term 3 PP</b>           | <b>Term 3 non-PP</b>         |
|-----------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------------|------------------------------|
| <b>Y7</b> | 109 /130<br>88.3%<br>pass rate | 278/344<br>80.8%<br>pass rate | 132/169<br>78.1%<br>pass rate | 449/552<br>81.3%<br>pass rate | 142/185<br>77%             | 446/547<br>%81%<br>pass rate |
| <b>Y8</b> | 32/39<br>82.0%<br>pass rate    | 24/27<br>88.0%<br>pass rate   | 11/11<br>100%<br>pass rate    | 16/19<br>84% pass rate        | 17/17<br>100%<br>pass rate | 21/22<br>95% pass rate       |
| <b>Y9</b> | 39/44<br>89%<br>pass rate      | 28/30<br>93% pass rate        | 24/27<br>88% pass rate        | 20/22<br>90% pass rate        | 19/21<br>90% pass rate     | 19/22<br>86%<br>pass rate    |

**PP AVERAGE READING AGES**

|           | <b>Term 1</b> | <b>Term 2</b> | <b>Increase</b> | <b>Term 3</b> | <b>Increase</b> |
|-----------|---------------|---------------|-----------------|---------------|-----------------|
| <b>Y7</b> | 10.07         | 10.09         | +2 months       | 11.01         | + 3 months      |
| <b>Y8</b> | 11.02         | 11.4          | +2 months       | 11.10         | + 6 months      |
| <b>Y9</b> | 12.0          | 12.4          | +4 months       | 12.01         | - 4 months      |

**Star Reader: % of students under benchmark reading age (urgent is those below 77 NRSS)**

| <b>Y7</b>     | <b>Baseline (Oct)</b>                                     | <b>Jan 23</b>  | <b>June 23</b>  |
|---------------|---|--|---|
| <b>PP</b>     | 54% above<br>29% on watch<br>8% intervention<br>8% urgent | 60% above<br>16% on watch<br>15% intervention<br>9% urgent | 54% above<br>29 on watch<br>8% intervention<br>8% urgent  |
| <b>Non-PP</b> | 71% above<br>17 on watch<br>6% intervention<br>8% urgent  | 72% above<br>14% on watch<br>8% intervention<br>6% urgent  | 71% above<br>17% on watch<br>6% intervention<br>6% urgent |

**Will you continue with/ amend this approach**  
Accelerated Reader replaced with Reading Plus for Sept 2023

|   |                 |                    |                    |  |                    |                    |                    |                    |
|---|-----------------|--------------------|--------------------|--|--------------------|--------------------|--------------------|--------------------|
| Oliver Library cataloguing system and resources   | <b>Yr 7</b>     | <b>Loan Term 1</b> | <b>Loan Term 2</b> | <b>Loan Term 3</b>                                 | <b>Yr 8</b>        | <b>Loan Term 1</b> | <b>Loan Term 2</b> | <b>Loan Term 3</b> |
|   | <b>PP</b>       | <b>158</b>         | 163                | <b>155</b>   |                    | <b>152</b>         | <b>137</b>         | <b>149</b>         |
| <p>Overall school loans PP<br/>         Term 1 410 loans (862 non PP)<br/>         Term 2 352 loans ( 705 non PP)<br/>         Term 3 366 loans (714 non PP)</p>  |                 |                    |                    |  |                    |                    |                    |                    |
| Resources, materials and furniture for the library to encourage more students to attend and utilise this space.   | <b>Kobo use</b> |                    | <b>Term 1</b>      | <b>Term 2</b>                                      | <b>Term 3</b>      |                    |                    |                    |
|   |                 |                    | 24 books loaned    | 33 books loaned (good uptake on PP for book award) | 18 books loans out |                    |                    |                    |
| <p>Kobos have been used to our UHHS Book of The Year award 2023 to engage PP students in 9.1 classes 11 number of books read on Kobo by 8 PP students)</p> <p>April 2023 purchased Eplatform which will allow students to download books onto phones and home computers. This will engage students who don't have fortnightly access to library lessons and allow students to change books during holidays. Has many features to help SEND PP students such as change word size/background colours etc.</p> <p>The kobo's are soon to be redundant as they are too old for the new compatible software update but eplatform will be renewed next year with the look into purchasing the audiobooks as well.</p> |                 |                    |                    |  |                    |                    |                    |                    |
| April eplatofrm   |                 |                    | May                | June   |                    |                    |                    |                    |
| 34  |                 |                    | 124                | 214  |                    |                    |                    |                    |

Numeracy intervention to be delivered by KHA (KS2/KS3 teacher employed) to improve progress in Maths

| Y8 data | DD1  | DD2  |
|---------|------|------|
| PP      | 5.73 | 5.78 |
| Non-PP  | 8.3  | 8.37 |

**Will you continue with/ amend this approach?**

Yes, KHA to meet with Emily Reid Wed 13<sup>th</sup> Sept 23 to discuss approach for academic year 23/24

2. Extra English and Maths

Staff allocated time to ensure that groups (4 groups) can be timetabled to support progress in these two areas.

English:

| Average English Attainment 8 Grade | Nov Current           | Mar Current           | Results               |
|------------------------------------|-----------------------|-----------------------|-----------------------|
| Cohort                             | 3.93 Lang<br>3.19 Lit | 4.06 Lang<br>3.35 Lit | 4.36 Lang<br>4.7 Lit  |
| Extra English Students             | 3.2 Lang<br>2.6 Lit   | 4.65 Lang<br>3.8 Lit  | 4.74 Lang<br>4.87 Lit |

**Maths:**

|      | Target | DC1 Current | DC2 Current | DC1 Forecast | DC2 Forecast |
|------|--------|-------------|-------------|--------------|--------------|
| 9-7% | 23.68  | 5.88        | 5.84        | 13.73        | 11.04        |
| 9-5% | 69.08  | 27.45       | 33.7        | 52.29        | 50           |
| 9-4% | 92.76  | 56.86       | 56.49       | 73.2         | 69.48        |
| APS  | 5.36   | 3.68        | 3.82        | 4.52         | 4.41         |
| P8BC | 0.32   | -1.36       | -1.21       | -0.53        | -0.63        |

Maths – By mock 2

|   |   |   |
|---|---|---|
|   |   | <p>Overall student progress: +0.6 subgrades<br/> Round 1 intervention students – 0.32 subgrades<br/> Round 2 intervention students – 0.76 subgrades<br/> Round 3 intervention students – 1.47 subgrades<br/> Round 4 intervention students – 1.4 subgrades</p> <p><b>Will you continue with/ amend this approach?</b><br/> To continue</p>  |
| <p>3. Use National Tutoring Programme to support the work of the teaching team.</p> | <p>Staff, across different faculties, will deliver small group tuition to support students in their subject area.</p> | <p>Y11 DD1 to DD2 progress:<br/> 62 students took part<br/> 50% made progress<br/> 27% stayed on same grade<br/> 23% regressed.<br/> Y11 results 2023: 62 students<br/> 53% made progress and improved from baseline<br/> 34% stayed on the same grade as baseline<br/> 13% regressed from baseline</p> <p><b>Will you continue with/ amend this approach?</b><br/> To continue in 23-24.</p> |
| <b>Activity</b>   | <b>Intended outcome</b>   | <b>Evaluation/ impact</b>   |
| Targeted academic intervention at Faculty   | Progress Leaders to identify key PP boys at each data drop. 'Hitlist' mentoring focuses on narrowing the gender gap   | <u>2022-23</u>  |

| level to raise outcomes for PP boys.                               | through revision strategies, metacognition and self-regulation. Improved progress of Y11 boys and a narrowing of the gender gap.   | <table border="1"> <tr> <td><b>Y11 P8 current</b></td> <td><b>DD1</b></td> <td><b>DD2</b></td> </tr> <tr> <td><b>Non-PP</b></td> <td>-1.04</td> <td>-0.97</td> </tr> <tr> <td><b>PP</b></td> <td>-1.02</td> <td>-0.95</td> </tr> </table>  | <b>Y11 P8 current</b> | <b>DD1</b> | <b>DD2</b> | <b>Non-PP</b>      | -1.04         | -0.97            | <b>PP</b>    | -1.02 | -0.95 | <table border="1"> <tr> <td><b>ATL (all)</b></td> <td><b>DD1</b></td> <td><b>DD2</b></td> </tr> <tr> <td><b>Boys</b></td> <td>3.60</td> <td>3.8</td> </tr> <tr> <td><b>Girls</b></td> <td>4.04</td> <td>3.8</td> </tr> </table> | <b>ATL (all)</b> | <b>DD1</b> | <b>DD2</b> | <b>Boys</b> | 3.60             | 3.8 | <b>Girls</b> | 4.04 | 3.8     | <p><b>Will you continue with/ amend this approach?</b><br/>To continue</p> |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
|--|--|--|-----------------------|------------|------------|--------------------|---------------|------------------|--------------|-------|-------|---|------------------|------------|------------|-------------|------------------|-----|--------------|------|---------|--|--------------------------|--------------|---|---------------------|-------------------------|---|---------------------|---------------------|---|---------------------|--------------|---|---------------------|
| <b>Y11 P8 current</b>  | <b>DD1</b>   | <b>DD2</b>   |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| <b>Non-PP</b>  | -1.04  | -0.97  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| <b>PP</b>  | -1.02  | -0.95  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| <b>ATL (all)</b>   | <b>DD1</b>   | <b>DD2</b>   |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| <b>Boys</b>  | 3.60   | 3.8  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| <b>Girls</b>   | 4.04   | 3.8  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Additional SEN support (testing costs and pen readers/laptops etc) | Purchase pen readers, contribution to Ed Psych testing and exam access testing. Reader pens and headphones made available to students in English lessons to support reading. | <p><b>Will you continue with/ amend this approach?</b><br/>To continue. Increasing numbers of students needing access to additional support.</p>   |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| English and Maths intervention, 'Strive for...'                    | To target key students and hit the basics for 9-4 and 9-5 in English and maths.  | <p>English</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Number of Students</th> <th>Av. Nov Grade</th> <th>Av. Result Grade</th> </tr> </thead> <tbody> <tr> <td>Strive for 4</td> <td>7</td> <td>3</td> <td>4.7</td> </tr> <tr> <td>Strive for 5</td> <td>12</td> <td>4</td> <td>4.6</td> </tr> <tr> <td>Strive for 5 Day</td> <td>16</td> <td>4</td> <td>4.6</td> </tr> </tbody> </table> <p>Maths</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Number of students</th> <th>Progress Mock 1 – Mock 2</th> </tr> </thead> <tbody> <tr> <td>Strive for 4</td> <td>7</td> <td>Average 2 subgrades</td> </tr> <tr> <td>Strive for 5 Foundation</td> <td>8</td> <td>Average 2 subgrades</td> </tr> <tr> <td>Strive for 5 Higher</td> <td>6</td> <td>Average 2 subgrades</td> </tr> <tr> <td>Strive for 6</td> <td>8</td> <td>Average 2 subgrades</td> </tr> </tbody> </table> |                       |            | Session    | Number of Students | Av. Nov Grade | Av. Result Grade | Strive for 4 | 7     | 3     | 4.7   | Strive for 5     | 12         | 4          | 4.6         | Strive for 5 Day | 16  | 4            | 4.6  | Session | Number of students   | Progress Mock 1 – Mock 2 | Strive for 4 | 7 | Average 2 subgrades | Strive for 5 Foundation | 8 | Average 2 subgrades | Strive for 5 Higher | 6 | Average 2 subgrades | Strive for 6 | 8 | Average 2 subgrades |
| Session  | Number of Students   | Av. Nov Grade  | Av. Result Grade      |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Strive for 4   | 7  | 3  | 4.7                   |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Strive for 5   | 12   | 4  | 4.6                   |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Strive for 5 Day   | 16   | 4  | 4.6                   |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Session  | Number of students   | Progress Mock 1 – Mock 2   |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Strive for 4   | 7  | Average 2 subgrades  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Strive for 5 Foundation  | 8  | Average 2 subgrades  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Strive for 5 Higher  | 6  | Average 2 subgrades  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |
| Strive for 6   | 8  | Average 2 subgrades  |                       |            |            |                    |               |                  |              |       |       |   |                  |            |            |             |                  |     |              |      |         |  |                          |              |   |                     |                         |   |                     |                     |   |                     |              |   |                     |

|  |  |   |
|--|--|---|
|  |  | <p>Average progress Y11 – 0.6 sub grades of progress</p> <p>Average increase for students attending Sat sessions – 2 subgrades of progress</p> <p><b>Will you continue with/ amend this approach?</b></p> |
| <p><b>Total:</b><br/>£73, 500</p> <p>Budgeted cost: £73, 560</p> |  |   |

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

Budgeted cost: £77, 715

| Activity                                    | Intended outcome  | Evaluation/ impact   |               |  |               |       |
|---|---|--|---------------|--|---------------|-------|
| 1. Personal Development Curriculum          | To ensure that students are receiving a personalised character and culture education.   | <b>Term 1</b>  |               | <b>Term 3</b>  |               |       |
|   |   | 40% stated that they have not been on an educational trip with school (52% last year). |               | May 23' - 152 PP students have attended at least one enrichment opportunity this year - 61% of the PP cohort |               |       |
|   |   | <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue</p>          |               |  |               |       |
| 2. Investment in the school attendance team | Attendance Officer and new AIW (dedicated PP) to monitor students and follow up quickly on truanancies. First day response provision. Attendance Action Plan in place to increase attendance rates and reduce persistent absentees. | <b><u>2022-23</u></b>  |               |  |               |       |
|   |   | <b>Cumulative Attendance</b>   | <b>Term 1</b> | <b>Term 2</b>  | <b>Term 3</b> |       |
|   |   | <b>Y7</b>  | PP            | 93.59%   | 91.59%        | 91.2% |
|   |   |  | Non-PP        | 96.09%   | 94.17%        | 94%   |
|   | PP  | 90.82%   | 88.7%         | 87.4%  |               |       |



|            |        |        |        |       |
|------------|--------|--------|--------|-------|
| <b>Y8</b>  | Non-PP | 94.49% | 94.87% | 93.5% |
| <b>Y9</b>  | PP     | 87.74% | 87.36% | 86%   |
|            | Non-PP | 91.99% | 93.89% | 91.8% |
| <b>Y10</b> | PP     | 86.66% | 80.58% | 80%   |
|            | Non-PP | 94.26% | 93.85% | 93%   |
| <b>Y11</b> | PP     | 89.17% | 89.14% | 87.2% |
|            | Non-PP | 94.0%  | 92.14% | 93.1% |

| <b>Persistent absence (% of cohort)</b> |               | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> |
|---|---------------|---------------|---------------|---------------|
| <b>Y7 – 33 students</b>                 | <b>PP</b>     | 76.47%        | 32.1%         | 35%           |
|   | <b>Non-PP</b> | 23.53%        | 14.5%         | 11%           |
| <b>Y8 – 42 students</b>                 | <b>PP</b>     | 52.94%        | 32.7%         | 39%           |
|   | <b>Non-PP</b> | 47.06%        | 16.7%         | 17%           |
| <b>Y9 – 39 students</b>                 | <b>PP</b>     | 35.14%        | 21.7%         | 31%           |
|   | <b>Non-PP</b> | 64.86%        | 11.5%         | 19%           |
| <b>Y10 – 50 students</b>                | <b>PP</b>     | 48.72%        | 56.3%         | 55%           |
|   | <b>Non-PP</b> | 51.28%        | 20.2%         | 19%           |
| <b>Y11 – 40 students</b>                | <b>PP</b>     | 46.43%        | 34.0%         | 42.6%         |
|   | <b>Non-PP</b> | 53.57%        | 22.6%         | 18.9%         |

**Will you continue with/ amend this approach?**

To continue for 2023/2024

Roll out 'Attendance forms' to include all Year groups. Experienced form tutors used to ensure all students understand school's expectations around attendance.

**2022-2023**

| Cumulative attendance | Term 1 | Term 2 | Term 3                    |
|-----------------------|--------|--------|---------------------------|
| Y7A                   | 80.04% | 85.85  | 85.8%                     |
| Y8A                   | 73.47% | 75.30  | 77.6%                     |
| Y9A                   | 80.39% | 81.91  | 80.5%                     |
| Y10A                  | 77.81% | 71.42  | Changes made to forms N/A |
| Y11A                  | 73.05% | 75.56  | 75.5%                     |

**Will you continue with/ amend this approach?**

Only for certain year groups for 2023/2024

Maintain number of attendance panels and use FPN to raise the importance of attendance.

**2022 – 2023**

|     |       | Term 1 only | Term 2 only | Term 3 only |
|-----|-------|-------------|-------------|-------------|
| Y7  | FPN   | 0           | 0           | 0           |
|     | Panel | 0           | 0           | 0           |
| Y8  | FPN   | 0           | 0           | 0           |
|     | Panel | 0           | 0           | 0           |
| Y9  | FPN   | 0           | 0           | 0           |
|     | Panel | 2           | 0           | 0           |
| Y10 | FPN   | 0           | 0           | 0           |
|     | Panel | 0           | 0           | 0           |
| Y11 | FPN   | 0           | 0           | 0           |
|     | Panel | 0           | 0           | 0           |

**Will you continue with/ amend this approach?**

To continue

|   |  |   |
|---|--|---|
| 3. Nurture group and Phoenix                  | Activities to support vulnerable learners/ homework club/ staffing in free association time  | <p><b>Will you continue with/ amend this approach?</b><br/>To continue</p>  |
| <b>Activity</b>                               | <b>Intended outcome</b>  | <b>Evaluation/ impact</b>   |
| Careers Advice and guidance                   | Increase aspiration for PP students, leading to further engagement with education.   | <p><b>Will you continue with/ amend this approach?</b><br/>To continue.</p>   |
| School counsellor and Ed Psych visits         | Wellbeing of students<br>Additional needs identified   | <p><b>Will you continue with/ amend this approach?</b><br/>To continue. High number of vulnerable students have accessed support.</p> |
| Sundries (uniform items, equipment, food etc) | <p>Supports attendance.<br/>Uniform is now provided daily for pupils who arrive in incorrect uniform. Stock needs to be maintained. Supports 100% Up Holland.<br/>Providing food/bus passes is an increasing necessity due to amount of time Universal Credit claims take.</p> | <p><b>Will you continue with/ amend this approach?</b><br/>To continue.</p>   |

| Contribution to rewards   | Increase the number of PP students attending rewards trips   | <p><b><u>2022-23</u></b></p> <table border="1" data-bbox="763 181 1505 719"> <thead> <tr> <th colspan="2">No of students on rewards trips:</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y7</td> <td>PP</td> <td>21</td> <td>19</td> <td>23</td> </tr> <tr> <td>Non-PP</td> <td>81</td> <td>85</td> <td>76</td> </tr> <tr> <td rowspan="2">Y8</td> <td>PP</td> <td>14</td> <td>9</td> <td>7</td> </tr> <tr> <td>Non-PP</td> <td>72</td> <td>75</td> <td>50</td> </tr> <tr> <td rowspan="2">Y9</td> <td>PP</td> <td>12</td> <td>9</td> <td>12</td> </tr> <tr> <td>Non-PP</td> <td>61</td> <td>63</td> <td>52</td> </tr> <tr> <td rowspan="2">Y10</td> <td>PP</td> <td>8</td> <td>6</td> <td>8</td> </tr> <tr> <td>Non-PP</td> <td>43</td> <td>56</td> <td>42</td> </tr> <tr> <td rowspan="2">Y11</td> <td>PP</td> <td>16</td> <td>0</td> <td>N/A</td> </tr> <tr> <td>Non-PP</td> <td>65</td> <td>0</td> <td>N/A</td> </tr> </tbody> </table> <p><b>Will you continue with/ amend this approach?</b><br/>To continue</p> | No of students on rewards trips: |        | Term 1 | Term 2 | Term 3 | Y7 | PP | 21 | 19 | 23 | Non-PP | 81 | 85 | 76 | Y8 | PP | 14 | 9 | 7 | Non-PP | 72 | 75 | 50 | Y9 | PP | 12 | 9 | 12 | Non-PP | 61 | 63 | 52 | Y10 | PP | 8 | 6 | 8 | Non-PP | 43 | 56 | 42 | Y11 | PP | 16 | 0 | N/A | Non-PP | 65 | 0 | N/A |
|---|--|---|----------------------------------|--------|--------|--------|--------|----|----|----|----|----|--------|----|----|----|----|----|----|---|---|--------|----|----|----|----|----|----|---|----|--------|----|----|----|-----|----|---|---|---|--------|----|----|----|-----|----|----|---|-----|--------|----|---|-----|
| No of students on rewards trips:                                |  | Term 1  | Term 2                           | Term 3 |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Y7  | PP   | 21  | 19                               | 23     |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
|   | Non-PP   | 81  | 85                               | 76     |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Y8  | PP   | 14  | 9                                | 7      |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
|   | Non-PP   | 72  | 75                               | 50     |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Y9  | PP   | 12  | 9                                | 12     |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
|   | Non-PP   | 61  | 63                               | 52     |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Y10   | PP   | 8   | 6                                | 8      |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
|   | Non-PP   | 43  | 56                               | 42     |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Y11   | PP   | 16  | 0                                | N/A    |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
|   | Non-PP   | 65  | 0                                | N/A    |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Contribution to aspirational activities used to engage PP boys. | Increase the number of PP boys attending/ being involved in aspirational events  | <p>Employability days with Wigan Athletic – Y7-10<br/>Attendance at the local driving range – Y9 and Y10<br/>STEM trip – Y9<br/>Hair and beauty trip to West Lancs College – Y8 and Y9</p> <p><b>Will you continue with/ amend this approach?</b><br/>To continue</p>   |                                  |        |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Materials for practical subjects                                | Students have access to materials that allow them to take part in practical subjects (ADT exhibition folders, cooking ingredients etc) | <p><b>Will you continue with/ amend this approach?</b><br/>To continue</p>  |                                  |        |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Subsidising Educational visits/WOW week                         | Support to encourage PP students to access and develop their cultural capital.   | <p>PP student voice: educational trips with school</p> <table border="1" data-bbox="763 1347 1630 1394"> <tr> <td style="text-align: center;">Term 1</td> <td style="text-align: center;">Term 3</td> </tr> </table>  | Term 1                           | Term 3 |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |
| Term 1  | Term 3   |   |                                  |        |        |        |        |    |    |    |    |    |        |    |    |    |    |    |    |   |   |        |    |    |    |    |    |    |   |    |        |    |    |    |     |    |   |   |   |        |    |    |    |     |    |    |   |     |        |    |   |     |

|   |  | 40% stated that they have not been on an educational trip with school (52% last year).   | May 23' - 152 PP students have attended at least one enrichment opportunity this year - 61% of the PP cohort |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
|---|--|--|--|--|-----------|------|----------|-----------|-----|-----|-----|-----------|-----|-----|-----|-----------|-----|-----|-----|------------|-----|-----|-----|------------|-----|-----|-----|
|   |  | <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue</p>  |  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| Summer school for Y6 into Y7 to support transition (contribution)   |  | <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue. 22 students attended. Student/parental voice positive.</p>  |  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| Use of minibus for enrichment activities<br>Staff to take D1 driving test   | Contribution to minibus costs.<br>Staff to take D1 course<br>Staff time and cover implications   | <p>JCA and MPO have completed their DP1 which allows more staff to transport students to take part in enrichment activities.</p> <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue</p>   |  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| Taxis (parental engagement and after school intervention and holiday provision)<br>Taxis used to transport vulnerable students to/from school | Access to pre-school and after school activities.<br><br>Support for vulnerable parents<br><br>Support for vulnerable students   | <p>87 students, 2 parents and 1 staff member accessed taxi service from Sept 2022 to July 2023</p> <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue</p>   |  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| To develop and improve parental engagement.   | Continue with 'Information Evenings' at start of academic year to ensure parents are aware of school systems and expectations. Monitoring of attendance at Parents' evenings.<br>Phone calls/ postage/ home visits | <p><b>Parents evening</b></p> <table border="1"> <thead> <tr> <th></th> <th>Overall %</th> <th>PP %</th> <th>Non-PP %</th> </tr> </thead> <tbody> <tr> <td><b>Y7</b></td> <td>72%</td> <td>52%</td> <td>81%</td> </tr> <tr> <td><b>Y8</b></td> <td>72%</td> <td>49%</td> <td>79%</td> </tr> <tr> <td><b>Y9</b></td> <td>72%</td> <td>32%</td> <td>88%</td> </tr> <tr> <td><b>Y10</b></td> <td>71%</td> <td>42%</td> <td>59%</td> </tr> <tr> <td><b>Y11</b></td> <td>71%</td> <td>62%</td> <td>75%</td> </tr> </tbody> </table> |  |  | Overall % | PP % | Non-PP % | <b>Y7</b> | 72% | 52% | 81% | <b>Y8</b> | 72% | 49% | 79% | <b>Y9</b> | 72% | 32% | 88% | <b>Y10</b> | 71% | 42% | 59% | <b>Y11</b> | 71% | 62% | 75% |
|   | Overall %  | PP %   | Non-PP %   |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| <b>Y7</b>   | 72%  | 52%  | 81%  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| <b>Y8</b>   | 72%  | 49%  | 79%  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| <b>Y9</b>   | 72%  | 32%  | 88%  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| <b>Y10</b>  | 71%  | 42%  | 59%  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| <b>Y11</b>  | 71%  | 62%  | 75%  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |
| Take opportunities to provide enrichment  | Eng and Maths 'residential' to target focus group with a mixture of academic and enrichment activities.  | <p><b>Will you continue with/ amend this approach?</b></p> <p>To continue</p>  |  |  |           |      |          |           |     |     |     |           |     |     |     |           |     |     |     |            |     |     |     |            |     |     |     |

|  |  |  |
|--|--|--|
| activities in all subject areas.   |  |  |
|  |  |  |
| <p style="text-align: center;"><b>Total:</b><br/>£250, 354</p> <p style="text-align: center;">Overall budgeted cost: £251, 275</p> |  |  |