

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	The Kimberley School
Number of pupils in school	1190 Years 7-11 (1372 including KS5)
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Dates on which it will be reviewed	1 st review: October 2022 2 nd review: November 2023
Statement authorised by	Andrew Park, Head Teacher and Full Governing Body
Pupil premium lead	Jonathan Saunders Assistant Head Teacher
Governor / Trustee lead	G Hodgson Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,540
Recovery premium funding allocation this academic year	£15,660
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	£269,000

Part A: Pupil premium strategy plan

Statement of intent

At The Kimberley School, we strive to enable every child to achieve or surpass their academic and social potential. Our aspiration is to enable disadvantaged students to attend, behave and achieve in line with their peers. Therefore, we believe that quality teaching and a high quality curriculum underpins everything we do and will ensure most of the needs of our most vulnerable students are met. Our strategy to accelerate the progress of these students is therefore as follows:

Accelerate the progress of disadvantaged students through quality first teaching.

- Ensure ambitious 'Kimberley School Targets' are set for all students in order to increase aspiration.
- Ensure all high ability disadvantaged students are placed in top sets of Maths, English and Science.
- Ensure all staff are utilising progress data when planning lessons (evidenced through seating plans).
- Positive discrimination evident in lessons as well as bespoke feedback to allow disadvantaged students to make good progress.
- Teaching and Learning Coaches (TLC) develop school improvement priorities to ensure teaching and learning meets the needs of disadvantaged pupils across the school.
- Progress reviews and subsequent quality assurance activities are designed to ensure disadvantaged students remain high on the agenda whilst also assessing the overall quality of teaching and learning within the classroom.
- All staff to have access to an effective strategies toolkit to help with the planning and delivery of lessons and tips on providing effective feedback.
- All teaching staff to have at least one appraisal objective focused on the quality of teaching and learning within the classroom.

Relentless scrutiny of the performance of disadvantaged pupils' progress data and progress reviews following termly tracking points which is based on high quality assessment that allows us to identify underperformance and put in place effective additional support to break down any barriers and accelerate their progress towards their Kimberley School Target.

- Rigorous assessments as per each subject's assessment policy to ensure accurate progress data, allowing for additional support to be put in place for any disadvantaged student that are underperforming.
- Termly data overviews, allow the progress of the disadvantaged to be analysed and ensure additional support in place for those not on track.

- Class teachers document planned bespoke additional support for students that are below track – prioritising disadvantaged students.
- Learning mentors deployed to provide intervention in literacy, numeracy and core subjects, to support disadvantaged students identified as below track.
- Additional Maths and English support issued to KS4 students identified as underachieving, with a focus on disadvantaged.
- Review meetings for each year group after data collection; bringing together key stakeholders to ensure that additional support is put in place for students who are underperforming
- Additional support budget to target underachieving disadvantaged students first to level the playing field.

Provide effective wider and pastoral support to ensure that engagement with disadvantaged parents/carers is high and that there is an improvement in behaviour, attendance and achievement of student in receipt of Pupil Premium.

- Team of Student Support Assistants led by a Student Support Leader work proactively to remove obstacles around behaviour, attendance and welfare for disadvantaged students
- An attendance review takes place after data collection point to identify students whose attendance is a barrier to their progress, and consider what actions are necessary to help them improve – scrutiny of disadvantaged pupils is included.
- Parents of disadvantaged pupils contacted prior to consultation evenings with a view to increasing communication with class teachers.
- Disadvantaged students are prioritised for careers provision.
- Disadvantaged uniform/equipment/trips fund used to ensure students have the foundations to achieve
- Pastoral progress meetings ensure the YPL is targeting the right vulnerable students – including disadvantaged.
- Team progress meetings take place following a data run allowing YPLs and tutors to discuss performance of under-achieving students – including the disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of students facing disadvantage is historically lower than national levels at The Kimberley School, and lower than non-disadvantaged peers locally. The school intends to accelerate the progress of disadvantaged students (particularly boys) to ensure Pupil Premium students meet or exceed their ambitious Kimberley School Target and in doing so narrow the gap with peers.

2	Internal school data, and nationally standardised literacy tests indicate an attainment gap throughout KS3. The school intends to reduce the knowledge and skills gaps, particularly in numeracy and literacy, through maintained work on the whole curriculum, and specifically targeted intervention.
3	The school's demographic places it within a below average area of deprivation; anecdotal data and in-school tracking demonstrates that many of our students who claim FSM do not experience as wide a range of positive, extra-curricular activities as non-FSM peers. The school intends to enhance cultural capital of disadvantaged students in terms of experiences, career ambitions and ensuring they have high aspirations.
4	In-school data indicates that students classed as disadvantaged obtain a disproportionately high number of behavior points and sanctions. Over the past three years, disadvantaged boys are significantly more at risk of suspension than any other student group. The school intends to improve the behaviour and attitudes to learning of disadvantaged students in order to reduce the number receiving a suspension.
5	School data indicates that students classed as disadvantaged attend school less regularly than peers, this is particularly pronounced in certain year groups. The school intends to improve the attendance of disadvantaged students to bring them into line with the rest of the school and to reduce the number of disadvantaged students falling into persistent absence to bring about parity with non-disadvantaged students.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve on 2019 overall pupil premium progress score and in particular, progress in Maths, combined science, geography, business and RE.	<p>By the end of our current plan, Progress 8 and key attainment gaps between disadvantaged and non-disadvantaged pupils is narrowed from 2019 outcomes.</p> <p>Relentless focus on disadvantaged students during progress reviews in place to identify any students requiring additional support.</p> <p>Evident increase in knowledge of key skills in numeracy shown through low stakes in class assessments, key skills starters, formal regular assessments and public examinations.</p> <p>Rigorous numeracy SOW established within 'study hubs' which are closely aligned to Maths lessons to enable KS4 students to accelerate their progress towards their KST.</p>

<p>To improve reading comprehension and numeracy skills amongst identified disadvantaged students across year 10 and KS3.</p>	<p>Amended SOW that fit in line with subject improvement plans to establish knowledge and skills gaps so that teaching can be adjusted to meet the needs of students.</p> <p>Improvements in reading comprehension evidenced through Switch on Reading as well as improved engagement in lessons.</p> <p>Improvement seen from feedback given by tutors through National Tutoring Programme</p>
	<p>as well as teacher assessments within Maths.</p> <p>In-year improvements in standardised scores in literacy tests, for students involved in additional literacy programmes.</p>
<p>To achieve and sustain a culture of positive behaviour of our disadvantaged learners and reduce the number of suspensions they receive</p>	<p>Reduce the gap in suspension rates between disadvantaged and non-disadvantaged students.</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.</p>	<p>100% of year 11 disadvantaged students attend a careers meeting in year 11.</p> <p>Gap between NEET figures for disadvantaged students and their peers is narrowed.</p> <p>Increased number of disadvantaged students attending extra-curricular activities, evidenced through registers.</p> <p>Increased number of disadvantaged students given a recognised responsibility within school, e.g. senior student, role within the school council.</p> <p>Visit leaders to encourage attendance of disadvantaged on cultural visits or experiences.</p>
<p>Improve attendance of disadvantaged students in comparison with peers, including the number of students that fall into persistent absence.</p>	<p>Number disadvantaged students in PA will be in line or lower than non-disadvantaged students.</p> <p>Disadvantaged students will achieve, or exceed, attendance percentages of peers.</p> <p>Relentless focus on disadvantaged attendance during attendance reviews that follow a data run, with a view to actions being subsequently put in place to support identified students.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 101,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise Teaching and Learning Coaches (TLCs) to deliver high quality CPD sessions, to develop and share whole school strategies such as developing student vocabulary.</p> <p>Whole school improvement focuses on developing students' independence in learning, and student literacy, through a wide-ranging programme of staff development.</p> <p>Teaching and Learning Coaches to lead on developing practice to increase student literacy and accelerate the progress across the whole curriculum.</p> <p>Termly individual development time to allow staff to research evidence-based cognitive science.</p>	<p>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF guide to the Pupil Premium. June 2019.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements (Closing the Gap, EEF)</p> <p>15 key lessons learned in the EEF's first six years EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and selfregulation approaches is high (+7 months additional progress).</p> <p>EEF; metacognition</p>	<p>1 2 3 4</p>

Subjects to continually review and develop the quality of teaching and feedback given to disadvantaged students to allow them to accelerate their progress.	EEF toolkit (2019) states that ‘providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.’ Feedback EEF (educationendowmentfoundation.org.uk)	1 2 4
Embed use of literacy test data as part of regular staff practice, ensuring curriculum development in subject areas focuses on developing effective strategies to support and improve students’ reading and overall literacy.	The EEF toolkit suggests that ‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’ Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 2 3 4
Subject leaders use planning and development time to develop teaching and learning strategies to accelerate progress of their disadvantaged students, including some additional staffing deployment in core subjects to improve specific focus on disadvantaged students.	Putting Evidence to Work – A School’s Guide to Implementation recommends to ‘create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices.’ EEF Guidance report. Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)	1 2 3
Assistant Head Teacher for Progress ensures that school systems prioritise review of, and actions to address, provision for students facing disadvantage. Including individual class teacher meetings with Senior Leaders to ensure relentless focus on performance of disadvantaged.		1 2 3 4 5

<p>To continue embed a culture of positive discrimination through ensuring disadvantaged students remain high on the agenda during line management meetings, within subject progress reviews and subsequent quality assurance processes.</p>		<p>1 2 3 4</p>
<p>Subjects to review and evaluate systems in place to identify gaps in knowledge and skills, ensuring the curriculum is adapted to address these challenges.</p>	<p>The EEF’s guidance on ‘high quality teaching’. It states that it is ‘important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.’ 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2</p>

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

Budgeted cost: £80,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke small group Maths tutoring (in person) to accelerate progress of targeted students, identified through progress reviews as part of National Tutoring Programme.</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.</p> <p>2. Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 4</p>
<p>Online tutoring for targeted disadvantaged students underachieving in English and Maths.</p> <p>Range of reading interventions, targeting students identified through literacy tests and prioritising students in receipt of FSM, to improve reading comprehension and therefore accelerate progress.</p>	<p>EEF Toolkit suggests that ‘on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Year 11 GCSE Maths tutor group, and additional pastoral support group, established to support progress of students identified. Students reviewed termly following a data collection.</p>	<p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored’.</p> <p>2. Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	

<p>Peer tutoring from sixth form students to targeted KS4 disadvantaged students to develop literacy skills.</p>	<p>'Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.' EEF guide to Pupil Premium June 2019.</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3</p>
<p>Develop intervention programmes for KS3, with coordinated numeracy/literacy schemes of work and targeted in-class support that links to intervention sessions. Comprehensive support for disadvantaged students to ensure academic mentoring or intervention is accessed by any disadvantaged student identified as 'below track' in the academic year.</p>	<p>The EEF section on targeted academic support suggests 'some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully'.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3</p>

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

Budgeted cost: £86,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater coordination and raising the profile of extra-curricular activities, with closer tracking to encourage participation from more disadvantaged students.</p> <p>Positively discriminate for disadvantaged students' attendance at viable extra-curricular visits.</p> <p>Raise the profile of roles and responsibilities available in school through tutor teams and staff notices to encourage greater participation from disadvantaged students.</p>	<p>The EEF toolkit acknowledges that limited research is available on aspiration interventions. It does though acknowledge that if it is done, 'aspiration interventions [should] range in duration and may include within class approaches delivered by teachers, after school clubs, out-of-school programmes or mentoring led by paid staff or volunteers.'</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>A suggestion put forward by recent an external pupil premium review, also suggested that we should 'make pupils more aware of positions of responsibility which they can take on. Monitor any disproportionality between disadvantaged pupils and others'. A similar conclusion was drawn when looking at the extracurricular activities currently on offer by the school.</p>	<p>1 3 4 5</p>
<p>Creation of additional position of attendance officer, to coordinate with existing pastoral staff.</p> <p>Maintain attendance reviews following termly data runs with relentless focus on disadvantaged students and what actions are required to bring attendance of disadvantaged in line with peers.</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that a tiered approach will help to focus on key strategies. Attendance is the most significant non- academic barriers to progress in school</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	<p>1 2 5</p>

<p>Increased contact between pastoral year teams and home following attendance reviews. Subject teams to also place a priority on contacting home for disadvantaged students through the term, coordinated by staff with a specific remit within each team.</p> <p>Student support teams to have greater focus on attendance and punctuality, attendance officer position to oversee and coordinate pastoral responses to in-year challenges.</p> <p>Emotional health and well-being tutor group established to provide support for the most vulnerable disadvantaged pupils.</p>	<p>Research by the EEF suggests that ‘parental engagement has a positive impact on average of 4months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps’</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Creation of ‘Targeted Support’ staff; working on early interventions supporting positive behaviour, and on creating more positive mindsets towards education through mentoring.</p> <p>Introduction of an ‘Interventions Audit’ when a disadvantaged student has accrued several suspensions to ensure all support mechanisms and SEND avenues have been maximized.</p> <p>DHT to lead on promoting a positive school culture and managing behaviour effectively through the implementation of behaviour policy and ‘The Kimberley Way’, to provide support</p>	<p>According to the EEF toolkit, Behaviour interventions – ‘both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.’</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 4 5</p>

strategies that enhance teaching within the classroom.		
Provide an additional support budget to allow staff access to support in accelerating progress of students, when gaps in knowledge and skills have been identified.	According to the EEF toolkit 'Individualised instruction can be an effective approach to increasing pupil attainment. On average, individualised instruction approaches have an impact of 4 months' additional progress.' Individualised instruction EEF (educationendowmentfoundation.org.uk)	1 2 3 4 5
Increase the range of structured support opportunities in place for disadvantaged students, including bespoke parental engagement actions (use of parent comms, letters home and parent events), additional use of study spaces, and additional support for resources around exam periods.	Research by the EEF suggests that 'parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps' Parental engagement EEF (educationendowmentfoundation.org.uk)	1 3 4 5

Total budgeted cost: £ 269,000

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 2021 to 2022 academic year.

Performance Measures 2023	PP Students (39)	All Students (230)
Progress 8	-0.60	0.23
Attainment 8	32.99	48.93
9-7 English/Maths	2.6%	13.5%
9-5 English/Maths	12.8%	46.1%
9-4 English/Maths	38.5%	73%
Average points score EBACC	2.74	4.25
EBACC entry	5.1%	21.7%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that whilst in-year assessments through KS3 show the attainment gap to be stabilising and even narrowing in several areas, and particularly in core subjects, the final summative outcomes for the 2023 Year 11 cohort reflect a national trend of widened attainment gaps between students in receipt of the Pupil Premium and peers classed as non-disadvantaged.

To help us gauge the performance of our disadvantaged pupils we compared their GCSE results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that the overall progress and attainment at The Kimberley School of the 39 students classified as disadvantaged in Year 11 in 2023, was well below the progress of all students nationally.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that in certain year groups, attendance of disadvantaged students is particularly low, and that across the school population attendance data shows disadvantaged students' attendance as 87.5%. Behaviour data suggests disadvantaged students disproportionately accrue suspensions (54% of all suspensions). Whilst these figures are broadly in line with national trends, there is clear evidence that within school, more support and intervention is required.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that in the academic year 2022/23 the most effective, impactful provision included targeting specific groups of students for short periods of literacy intervention; utilising additional teaching staff for core subject, small group tuition- for example, reading comprehension interventions increasing students' reading

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

In establishing our the pupil premium strategy for 2021-24, the school combined a review of where the outcomes of the previous strategy had not had the desired impact along with findings from the pupil premium review that was commissioned just prior to the beginning of the pandemic. This has been considered against 'post-pandemic' evidence on attainment and progress, and attendance, behaviour and wellbeing, allownig a revised focus on areas where we feel that need further strengthening, but also addressing 'new' or unprecedented levels of challenge within this school's context.

The EEF's implementation guide has provided us with reassurance that the actions we are looking to implement can have a positive impact on student progress and this will be continually review throughout the duration of the strategy. Where necessary these approaches will be adjusted over time in order to secure better outcomes for our pupils. The November 2023 review has been conducted using the updated EEF guidance, and also using research gathered from 'Equity in Education', a recent publication, and using ASCL guidance on creating effective Pupil Premium policies.

The information below provides an outline of evaluations made at the beginning of the 2023/24 academic year, and indications of adjustments in approach.

Interim review of the Pupil Premium strategy, November 2023/24:

Quality of Teaching for All

- ✓ A wide-ranging CPD programme to develop strong learning outcomes for all students, prioritising disadvantaged students.
- ✓ Subject-specific curriculum development time, leading to enhanced provision for disadvantaged students. Culture of positive discrimination embedded across departmental practice.
- ✓ Enhanced pastoral and behavior systems supported stronger learning experiences for all students
- ✓ Subjects continually review curriculum offer, to ensure students are able to make improved progress.

Next steps:

- ✓ Enhanced focus on developing students' literacy, via wider teaching and learning approaches.
- ✓ Continued focus on the learning outcomes of students facing multiple disadvantage within education, through detailed curriculum development.
- ✓ Reducing missed learning of disadvantaged students, through a wide range of strategies, continues to be a priority area of focus for the next academic year.

Targeted Academic Support

- ✓ Maths-focused Y11 tutor group established to provide additional support for identified disadvantaged students. Directly contributed to improved outcomes.
- ✓ Online tuition utilised (via NTP funding) to support progress of disadvantaged students in English and Maths, for Year 7 students arriving at The Kimberley School working below the expected level.
- ✓ Learning mentors worked with targeted students, focusing on English and Maths support for Y11, and core literacy for Y7-9.
- ✓ Additional study sessions directly supported disadvantaged students in preparation for exams.

Next steps:

- ✓ Enhanced focus on developing a wider range of literacy interventions, running through the year, targeting a range of disadvantaged learners. This includes better phonics provision within Year 7 and 8, and bespoke interventions for reading comprehension across KS3.
- ✓ Expand core subject intervention in KS4, utilising Learning Mentor team and additional maths teaching staff, to specifically target disadvantaged students at risk of underachievement.
- ✓ Develop enhanced support and provision, via additional subject intervention sessions ('Period 6'), for disadvantaged students in KS4.

Wider Strategies

- ✓ Attendance progress reviews embedded; improving the tracking of attendance (prioritising disadvantaged pupils), resulting in above national average attendance for all students.
- ✓ Student Support Team prioritised communication and pastoral support for disadvantaged students to enhance parental engagement, and ultimately, student learning.
- ✓ All disadvantaged students in KS4 prioritised for bespoke careers support.

Next steps:

- ✓ Review and expand subject-level additional initiatives to maximise disadvantaged student engagement with extra-curricular opportunities.
- ✓ Create additional opportunities, as appropriate, to engage parents of disadvantaged students positively with school – in addition to online parents evenings.
- ✓ Utilise expanded pastoral structure to implement behaviour interventions and mentoring for students struggling to consistently access the main curriculum.
- ✓ Continuation of contract for additional Attendance Officer, developing strategies to improve student attendance overall, but particularly disadvantaged students.

In addition to the aforementioned actions, our pupil premium strategy will be supplemented by additional activities that are not being directly funded by the pupil premium or recovery premium, but are being supplemented to some degree. These include:

- ✓ Planning and delivery of a revised, high quality Personal Development Curriculum that provides pupils with the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare themselves for life and work in modern Britain. Personal Development training for staff, and the use of external speakers to supplement the weekly programme, have been increased for 2023/24, reflecting the emerging needs of our cohorts.
- ✓ Increasing the number of disadvantaged pupils accessing modern foreign languages to enhance cultural capital.
- ✓ Appointment of a 'STEM coordinator' with responsibility for increasing engagement of disadvantaged students in extra-curricular 'STEM' activities, such as competitions and visits.
- ✓ Issuing of laptops to a group of identified disadvantaged students to support students to access from home.
- ✓ Expansion of 'ARNA' provision to ensure students engage with education, even when faced with severe anxiety around accessing school.