Pupil premium strategy statement – End of academic year 2022/23 review

This review and the work that has been undertaken aligns to the 'DfE Guidance for school leaders on using pupil premium March 2023' by

a) Identifying the challenges faced by the school's disadvantaged children
b) Using evidence to support our strategy
c) How continually develop our strategy and make adjustments
d) How we implement our strategy
e) Evaluating and sustaining our strategy

All these approaches and our work aims to 'improve the educational outcomes' of our disadvantaged children.

We in turn focus our efforts on narrowing any gaps between our disadvantaged children and their peers, with an appreciation and action to minimise the effects of the pandemic.

Professor Becky Francis' statement helps to focus our planning and actions.

'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.'

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
To ensure disadvantaged pupils progress and attainment is in line with their peers	There are still some gaps between disadvantaged students and their peers. Both cohorts (2022 and 2021) have averaged very good scores on their Masters of Recall. There are still gaps in certain areas that will be our focus over the next academic year. *Masters of Recall data*

	Disadvantaged	Non-disadvantaged
2022 cohort	77.5%	85.3%
2021 cohort	81.3%	87.5%
2021 cohort last year	77.1%	84.6%
	+4.2%	+2.9%

There is a 7.8% gap in Year 7 to narrow next year, this was similar to cohort 2021 last year (7.5%). Cohort 2021 have increased their performance on average by 4.2% and the gap has now narrowed to 6.2% from 7.5%.

Assessment data

	Disadvantaged	Non-disadvantaged
2022 cohort AP1	50%	62%
2022 cohort AP2	47%	65%
	-3%	+3%

Year 7 disadvantaged students' performance in their summer assessment declined, particularly in maths and this will be an area of focus for next year. The gap has widened from 12% to 18%. The disadvantaged cohort in cohort 2022 will be an area of focus next year to ensure their average attainment increases quicker than their non-disadvantaged peers.

	Disadvantaged	Non-disadvantaged
2021 cohort AP1	55%	70%
2021 cohort AP1 as Y7	47.6%	60.2%

	+7.4%	*+9.8%*
2021 cohort AP2	*57.1%*	*69.2%*
2021 cohort AP2 as Y7	*52.9%*	*65.3%*
	+4.2%	*+3.9%*

Disadvantaged students in Year 8 have improved their average assessment score by 7.4% and 4.2% respectively. The gap last year between disadvantaged students and their peers at AP2 was 12.4%, this year that has narrowed to 12.1%. This indicates a strength of our pedagogy and in our curriculum, disadvantaged children are making progress in their learning, and we are narrowing the gap. These figures indicate that our approach and our strategy is improving the educational outcomes of disadvantaged children.

There has been a decline for both cohorts in maths attainment, but this is in line with a reduction in attainment of non-disadvantaged students. This falls in line with our assessment approach and its challenge. AP2 will be more difficult and in maths, this is the case. The rigour used in teaching mastery and the time needed to embed the building blocks means that attainment can be in small steps, but over time the impact will be greater.

We have a Focus 20 group that ensures class teachers can identify those students who should be achieving more. These students have no barriers identified that are holding them back and may need more support in class or more encouragement to build resilience in their standard and amount of work. Some of this cohort are disadvantaged students. In the 2022 cohort of Focus 20 there were 20% disadvantaged and 50% improved their grades, Cohort 2021 had a 35% of Focus 20 made up of disadvantaged students and 50% of those improved their grades. The remainder of disadvantaged students who didn't improve enough have been included

	for the next academic year to continue to 'focus on. Staff use these pedagogical techniques below and have received CPD on them. **Teacher intervention strategies** 1. **Hunting not fishing**- check in to gauge understanding 2. **Questioning**- cold call with no opt out and probing 3. **Rewind 6**- target question every lesson 4. **Live mark**- check work quality and quantity 5. **Challenge**- full sentences, say it again better, right is right, tier 3 vocabulary 6. **High expectations**- set clear expectations of work and attitude to learning
IMPACT EVIDENCE	• **Our approach leads to improved outcomes for disadvantaged children. Average scores of 77.5% and 81.3% for Masters of Recall.** • **Our Focus 20 approach to disadvantaged students with minimal barriers is ensuring the accelerate their progress, 50% improvement of grades.**
To ensure feedback is given to in a timely manner support the learning of children	Evidence of effective feedback is evident in student's work and there is a noticeable alteration to improve their understanding. *Through internal quality assurance and reviews we have found strong examples of effective feedback, and this reflects our policy. We can see students have made alterations to work based on teacher feedback, both live and over time. Reviews by Trust colleagues and our Director for Quality and Standards indicate this in their findings. Work scrutiny indicates the use of purple pen to improve answers and make alterations to work. 4R scrutiny and planning allows staff to focus on disadvantaged children and help them to understand their errors and make improvements.*
To ensure pupils have a complete understanding of content and the processes of how to get there.	Through knowledge-led teaching students learn the content, can practice implementing their knowledge in class and call recall when required. *Again, internal QA and reviews show this, as does the positive figures we have had in Masters of Recall. Work needs to be maintained to try and speed up the understanding and retaining of knowledge more for disadvantaged students.*

To improve children's reading ability and close reading age of disadvantaged children to their peers.

All student's reading age improves, that of disadvantaged improves more quickly and closes the gap from their baseline assessment.

Reading Ages	Cohort 2021 September %	Cohort 2021 May 2023 %	Cohort 2022 September %	Cohort 2022 May 2023 %
On or above CRA	72.09	86.5	62.5	75.76
Below CRA	27.91	13.4	37.5	24.24
>1yr CRA	18.60	5.48	75	7.87
>2yr CRA	11.05	7.92	6.54	15.7
Below 9.06	12.21	2.43	17.8	11.51
FSM On or above CRA	74.36	93	54.16	84
FSM Below 9.06	25.64	7	45.84	16

Our reading strategy and the whole school focus on literacy has had yet more demonstrable impact on disadvantaged children this year.

Cohort 2022

FSM below 9.6- 45.84% at the start of the year (22-23), 16% by the end of last academic year indicating a reduction of almost 30%.

<table>
<tr><td></td><td>Cohort 2021
FSM below 9.6- have continued their progress. In two years, the number of disadvantaged students moving above the CRA has improved by 19%</td></tr>
<tr><td>IMPACT EVIDENCE</td><td>Cohort 2021 now have 93% of children above CRA, an improvement of 19%.
Cohort 2022 now has seen a 30% reduction in the number of students who are CRA.</td></tr>
<tr><td>To rapidly improve the literacy of a select group of children who are significantly behind their peers.</td><td>That all the group significantly improve their reading age – at least 12 months
As indicated above in the table and below you can see the impact of this. Our Lexia groups also made positive gains as can be seen in the report.</td></tr>
<tr><td>IMPACT EVIDENCE</td><td>Disadvantaged girls in both year groups are making faster progress with their reading age than their non-disadvantaged peers. Disadvantaged boys in Y8 are doing the same.</td></tr>
<tr><td>To ensure disadvantaged boys do not fall behind due to disruptive behaviour</td><td>Disadvantaged boys are making faster progress than girls and any boys are supported through an effective graduated response that indicates an improvement in behaviour, identified through the tracking of points.
In Masters of Recall, across both cohorts disadvantaged boys are outperforming their female counterparts.

<table><tr><td></td><td>male</td><td>female</td></tr><tr><td>Cohort 2021</td><td>84.2%</td><td>78.8%</td></tr><tr><td>Cohort 2022</td><td>79.7%</td><td>75.8%</td></tr></table>
In Cohort 2022 males are outperforming females by 2% (51%, 49%) in the assessment outcomes. In Cohort 2021 males are again outperforming females 57%, 54%)</td></tr>
</table>

	The focus of our work next year will move to females and their attainment rather than male behaviour. We will still monitor certain disadvantaged males whose behaviour may be an issue.
IMPACT EVIDENCE	• **Disadvantaged boys in both cohorts are outperforming their female counterparts, bucking the national trend.**
To ensure children who are behind in their cognitive ability and reading/spelling ages are given a curriculum they can access with the required support to enable them to 'close the gap'	Students who access group 4 can learn effectively and assessment and test data shows improvements and the gap to others is closed. *Lexia data below shows that as an extra intervention on top of the work being done across school with literacy, it is having a positive impact. In both year groups we are starting to see all students in the group move up the age ranges in grammar, word study and comprehension. We will continue to use this as part of their curriculum time next academic year.*
IMPACT EVIDENCE	• **Disadvantaged students who are low on entry and access our small group curriculum are improving their basic understanding of the fundamentals of language and literacy**
To broaden the horizons of disadvantaged children and raise their aspirations for the future. (EEF Evidence Brief – communicating with and supporting parents)	Students are immersed in activities that increase their aspirations and knowledge of what is available to them. Students access external courses, INVOLVE clubs and surveys indicate increased aspirations. *All disadvantaged pupils have been actively involved in extra-curricular sessions for at least one hour, every week and have benefited from our amazing experiences. 131 different Involve clubs for Cohort 2022 and 136 for Cohort 2021, were offered over the academic year. All disadvantaged students had at least one hour a week.* *Disadvantaged students also access our careers work, trips, visits and experiences.* *Alongside this, we have a wide-reaching communication strategy with our parents. Through celebrating the successes of our students and staff we actively raise aspirations of all. Using social media, weekly newsletter and a Parent Leadership Group we are broadening horizons of children and their families.*
IMPACT EVIDENCE	• **All disadvantaged students actively participate every week in at least one hour of extra-curricular**

<table>
<tr>
<td>To improve the attendance of disadvantaged children ensuring the gap is closed between them and their peers.</td>
<td>There is a reduced attendance gap between disadvantaged students and their peers.

<table>
<tr><td></td><td>Full cohort</td><td>Disadvantaged</td><td>Non-disadvantaged</td><td>Gap</td></tr>
<tr><td>Year 7</td><td>93.4%</td><td>89.6%</td><td>95.6%</td><td>6%</td></tr>
<tr><td>Year 8</td><td>92.4%</td><td>89.4%</td><td>94.1%</td><td>4.7%</td></tr>
<tr><td>Whole School</td><td>92.9%</td><td>89.5%</td><td>94.8%</td><td>5.3%</td></tr>
<tr><td>National data</td><td>90.8% (June 2023)</td><td></td><td></td><td></td></tr>
<tr><td>Barnsley data</td><td>90.2% (June 2023)</td><td></td><td></td><td></td></tr>
</table>

There is a 5.3% gap in attendance and something that will continue to be a focus for us next year. The attendance of the whole cohort and the disadvantaged cohorts (in comparison) are still significantly higher than the national averages. We have appointed a Lead Attendance officer for the next academic year to attempt to narrow this gap further.</td>
</tr>
<tr><td colspan="2"></td></tr>
<tr>
<td><u>Catch-up funding</u>
To improve the reading and language understanding of a group of disadvantaged students who are further behind due to COVID-19 and lockdowns</td>
<td>Reading ages improve alongside, writing and understanding of language, indicated through results of the intervention and results of assessments compared to baseline.
See reading age data above and assessment data throughout. Catch-up funding was used well and had impact where required -see below.</td>
</tr>
</table>

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower reading ages than their peers. This has a significant impact on their learning and understanding. Our baseline data indicates that disadvantaged students on entry (2021) have a reading score of 24.3 compared to 29.3 of their non-disadvantaged peers. (Gap of 5) The 2022 cohort have a reading score of 20.2 compared to 23.0 for their non-disadvantaged peers. (Gap of 2.7)
2	Disadvantaged pupils have poor literacy skills, particularly writing. Our combined English baseline indicated disadvantaged students have a score of 51.4 compared to non-disadvantaged students having a score of 61.8 (10.4 gap) (2021 cohort). Our 2022 cohort have a combined score of 50.9 compared to 55.5 for their non-disadvantaged peers. (4.6 gap)
3	Disadvantaged pupils generally have a lower attendance rate than their peers. This is reflected in national and local data over previous years. Last year our disadvantaged cohort had an attendance rate of 92.2% and their non-disadvantaged peers' rate was 94.5%. (2.3% gap)
4	Disadvantaged boys have a greater SEMH need and display more disruptive behaviour in lessons. Our boys have lower scores in reading and writing than girls and a lack of understanding can lead to SEMH needs being displayed. We also have a higher number of male SEMH students on the SEND register.
5	Disadvantaged higher ability pupils need their aspirations raising and to be pushed to achieve in line with their HA peers.
6	Disadvantaged pupils need to access as many extra-curricular events/activities as possible to broaden their horizons.

Pupil premium strategy spending and review

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

Budgeted cost: £ 33,780

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
To use a bookletised curriculum to deliver high quality education. This includes high quality text, structured tasks and a reduced cognitive load. £10,000 (EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children)	Metacognition and self-regulating strategies (+7 EEF Toolkit). Evidence shows that if children can process why they are learning something it will support their understanding. Our staff use a bookletised curriculum to do this. We explicitly teach knowledge and use visualisers to highlight the learning process and model the processes through guided practice and then independent work.	1,2,5	Booklets have been introduced by all subject areas and adapted to meet the needs of all children. The structure of this work has led to at least 400,000 words being read by children this year. The literacy strategy and reading strategies employed are shown by research to significantly impact on reading levels. **Masters of Recall data** Cohort 2022 disadvantaged students scored 77.5% on average, their peers scored an average of 85.3%. A gap of 7.8%. This gap will be a focus to narrow next year. Our Cohort 2021 disadvantaged cohort scored 81.3% on average this year, an improvement from 77.2% last year. The gap to their non-disadvantaged peers was 7.4% last year, this has now narrowed to 6.2%.

			Assessment in English Cohort 2022 Spring assessment – disadvantaged score was 53%. Cohort 2022 Summer assessment – disadvantaged score was 55% Disadvantaged gap widened by 2% from 13% to 15%. Cohort 2021 Spring assessment - disadvantaged score was 59% Cohort 2021 Summer assessment – disadvantaged score was 66%. Our whole school approach to literacy and the importance of it has such a positive impact on these figures. We need to continue to do more. Our literacy lead will focus on narrowing the gap, alongside all subject areas in our whole school approach. During this past academic year, we have ensured that all disadvantaged students, including high ability disadvantaged students, have accessed a Classics curriculum. This has been designed by a lead teacher and delivered in form time. This allows disadvantaged students to have an appreciation of classics and start to understand aspects of language and language origins, further supporting them

			in the improvement of their literacy and improving their outcomes.
IMPACT EVIDENCE	• **Since starting in Y7 Cohort 2021 (two years of teaching) disadvantaged students have increased their attainment (56%-66%) more than non-disadvantaged (68%-76%)** • **The Cohort 2021 Disadvantaged gap narrowed from 15% to 10%. A positive correlation between an increase in CRA and English assessment.** • **Disadvantaged students are improving their educational outcomes in English**.		
Live marking and focused whole class feedback will ensure misconceptions are highlighted and dealt with swiftly and whole class feedback focuses pupils work to correct any misconceptions. £500 (EEF Evidence Brief – Professional development on evidence-based approaches)	Feedback (+6 EEF) Both live marking and focused marking both have a direct impact on learning. Staff give specific information of how to improve so pupils can focus on this.	1,2,5	Learning walks and spotlights show live marking is embedded across all subjects and used to identify misconceptions, scaffold for high success, challenge to think deeper and mark for literacy. Live marking and WCF is personalised, and students can articulate what areas they needed to improve and how they improved them. Teaching is responsive and feedback is used to move learning forward. Staff use the 4R's to identify misconceptions and to target extra support and intervention in their teaching for the disadvantaged students that need it. Our Masters of Recall data shows that in Y8 both disadvantaged and non-disadvantaged scores are maintained from term 1 to 6 (85%-84% and 89%-90%). In Y7 it was 78-80% and 84-89%.

Masters of Recall results

Year 7

Term	1	2	3	4	5	6
PP	78%	77%	75%	79%	76%	80%
NPP	84%	83%	83%	88%	85%	89%

Year 8

Term	1	2	3	4	5	6
PP	85%	80%	77%	83%	79%	84%
Non PP	89%	85%	85%	89%	87%	90%

Mastery curriculum delivery in maths. Our Trust owns White Rose Maths who use this model throughout 85% of all primary schools. We have employed a CL of maths directly from White Rose Maths to establish this. 0.2 time of maths CL £10,280 (EEF Evidence Brief – Professional development on evidence-based approaches) (EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children)	Research shows the impact of delivering mastery in maths. (+5 EEF).	1,2,5	The method of delivery really supports knowledge building and understanding. Cohort 2022 maths Spring assessment – 46% (61% non) Summer assessment – 36% (51% non) Cohort 2021 maths Spring assessment – 50% (65% non) Cohort 2021 as Y7 Spring was 47% (59%) Cohort 2021 Summer assessment – 42% (55%) Cohort 2021 as Y7 Summer assessment was – 37.3% (50%) The gap between the groups has stayed the same in the 2022 cohort (15%) and has narrowed by 3% in Cohort 2021.

			The trend shows that while the average % score has reduced, this is the same across both groups. The challenge increases. The trend also shows that Cohort 2022 disadvantaged students have improved their average attainment in maths in both assessments. Spring 47% - 50% Summer 37.3% - 42%. We will track this next year and while the gap needs to narrow the mastery approach is one that takes time and the benefits will come as the students move through school, this is starting to be seen in the data above. There is enough rigour and curriculum sequencing and understanding to confirm that over time we will see the benefits, similar to the improvements Cohort 2022 have seen.
IMPACT EVIDENCE	• **The attainment gap between disadvantaged students in Cohort 2021 and their peers in maths has narrowed by 3% - bucking the post-covid trend and Becky Francis statement.** • **Attainment has increased for disadvantaged students in maths in Cohort 2021 by almost 5% - further evidence of improving educational outcomes for disadvantaged students.**		
Whole school reading. Three times a week children read for 15 mins with their form tutor and once a week in an English class. £2,500	Research shows that rapid reading out loud by an adult significantly improves children's reading ages. (EEF +6)	1,2	NGRT data Reading age in months Cohort 2022 PP figures **Sept 147.1 Summer 161.4 (+14.3 months)**

(EEF Evidence Brief – Professional development on evidence-based approaches & interventions to support literacy)			60.4% of PP students have made much higher progress from NGRT test 1 in September 2022 to May 2023 (a year or more progress). PP Male Overall: average 151.2 RA in months (RA increase from 139.8) Non-PP Male Overall: average 161 RA in months (RA increase from 149.6) PP Female Overall: average 160.5 RA in months (RA increase from 137.6) Non-PP Female Overall: average 166 RA in months (RA increase from 151.5) PP SEN support: average 121.5 RA in months (increase from 107.2). **Cohort 2021** NGRT data Reading age in months **PP 156.4 Sept 170.3 Summer (+13.9 months)** 47.5% of PP students have made much higher progress from NGRT test 1 in September 2022 to May 2023 (a year or more progress). PP Male Overall: average RA in months 174.8 (RA increase from 161.6)

			Non-PP Male Overall: average RA in months 188.7 (RA increase from 177.7) PP Female Overall: average RA in months 167 (RA increase from 152.3) Non-PP Female Overall: average RA in months 190.8 (RA increase from 178.7) PP SEN support: average RA in months 144.1 (increase from 134.8). **All of this evidence further highlights the way we are narrowing the gap post-covid between disadvantaged peers and their peers.**
IMPACT EVIDENCE	• **Cohort 2022 disadvantaged girls making faster progress than their peers in reading ages** • **Cohort 2021 Disadvantaged boys making faster progress than their peers in their reading ages** • **Cohort 2021 disadvantaged girls making faster progress than their peers in reading ages**		

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

Budgeted cost: £ *104,277*

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
Lexia programme £4,177	Lexia is a recognised intervention to support literacy ability of small groups of children whose	1,2	Lexia Data: (in Cohort 2021 group there are 80% of pupils that are disadvantaged

(EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children and Targeted academic support through one to one and small group tuition)	needs are specifically identified. Reading comprehension strategies (EEF +6)		and in the Cohort 2022 group, 50% of pupils are disadvantaged) **Cohort 2022** All students are making progress using the Lexia programme. From start of course to July 2023: In word study, 50% of the group were working at R-Y3, now 70% of the group are working at Y4-6. In grammar, 70% of the group were working at R-Y3, now 20% are working at Y4-Y6, with 10% at Y7-9. In comprehension, 90% of students were working at R-Y3, now 50% are working at Y4-Y6. **Cohort 2021** All students are making progress using the Lexia programme. From start of course to July 2023: In word study, 70% of the group were working at R-Y3, now 90% of the group are working at Y4-6. In grammar, 70% of the group were working at R-Y3, now 80% are working at Y4-Y6.

			In comprehension, 80% of students were working at R-Y3, now 40% are working at Y4-Y6 and 30% at Y7-9.
IMPACT EVIDENCE	• **Disadvantaged students accessing our smaller groups and modified curriculum are making improvements in their academic outcomes.**		
Reduced class sizes and a 'group 4' as part of the timetable. Group 4 will result in a further 35 lessons needing to be funded by the academy. Group 4 curriculum time £2,000 per period £80,000 total (EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children and Targeted academic support through one to one and small group tuition)	Reduced class sizes (EEF +2) Small group tuition (EEF +4) We know that children who are significantly behind need more structure and support to complete the basics. This approach allows them to be taught 1:8 and have direct support of a teacher in EVERY lesson. The curriculum is the same content but adapted to meet their specific need. Group 4 also have an extra English lesson making 6 hours of English per week.	1,2,5	In our Cohort 2022 Group 4, there are 50% of children who are disadvantaged children. They have been taught a full curriculum with scaffolds to support their learning. In their latest English assessment 40% of grades were ABOVE TARGET, 40% were working at target and 20% were working towards. This target is measured from their starting point and in comparison, to how their peers are doing in the same H/M/L banding. In our Cohort 2021 Group 4, 80% of the children are disadvantaged. In their latest assessment 12.5% of grades were ABOVE TARGET, 37.5% were working at target and 50% were working towards. These figures were impacted by poor attendance of some of this group. The provision is clearly working and the focus on attendance with year 8 will improve this further.

IMPACT EVIDENCE	• **Disadvantaged students accessing our smaller groups and modified curriculum are making improvements in their academic outcomes.**		
<u>Small group tuition</u> Our English staff will deliver twice weekly reading and language interventions to groups of 5 students. (EEF Evidence Brief -Targeted academic support through one to one and small group tuition) **<u>Costings</u>** Tuition fees £25 per hour £50 per week x 25 weeks x 10 staff = £12,500 Extra 1:1 tuition will be given to those identified to further boost their knowledge £25 per hour Approximately 20 students 10 hours each £500 (EEF Evidence Brief – breakfast clubs)	Small group tuition (EEF +4) 1:1 tuition (EEF +5)	1,2,5	Seven, Cohort 2021 disadvantaged students attended school led tutoring breakfast term 2 Thirty-five, Cohort 2022 disadvantaged students attended school led tutoring breakfast term 3&4. Eleven, Cohort 2022 disadvantaged students attended school led tutoring breakfast term 5&6. In total 116 students accessed school-led tutoring and 53% of these were disadvantaged. A focus was placed on Cohort 2022, due to the assessment data we had seen and to try and narrow gaps. Our staffing numbers has an impact on how many sessions we can offer, alongside our ethos around when interventions take place and who by. We do not take disadvantaged children away from quality first teaching nor for it to be replaced by someone who isn't an expert.

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

Budgeted cost: £ *14,070*

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Challenge number(s) addressed</th><th>End of year review</th></tr>
<tr>
<td>Behaviour interventions – using positive report cards, Zones of regulation to ensure emotions are linked to behaviour and positive mentoring from an adult.

Graduated response will link into the work done by the SENDCo and specific assessments will be undertaken based on this work.

Cost of rewards and logistics of the programme £500
0.2 of Assistant SLO - £4,200
0.2 cost of Education Psychologist work £480

(EEF Evidence Brief – supporting pupils' social, emotional and behavioural needs)</td>
<td>Behaviour interventions (EEF +4)

Mentoring (EEF +2)
A graduated response for SEMH approaches will be started and tracked for all boys.
SLT link will oversee the intervention and we will use classcharts to track the impact of the work</td>
<td>4</td>
<td><u>Graduated Response YTD Sept 2022 – July 2023</u>
<table>
<tr><th></th><th>M</th><th>F</th><th>PP</th><th>Non PP</th><th>Total</th></tr>
<tr><td>Cohort 2022</td><td>7</td><td>3</td><td>7</td><td>3</td><td>10</td></tr>
<tr><td>Cohort 2021</td><td>3</td><td>6</td><td>7</td><td>2</td><td>9</td></tr>
</table>
All students, particularly the most vulnerable, have many layers of support to enable them to succeed and be happy, ranging from form tutors to external agencies. Graduated responses are used as a tool to ensure we are tracking and monitoring our most vulnerable students who are displaying concerning or challenging behaviour. This ensures we exhaust every avenue of support.
Using our Directory of services and working in partnership with parent's bespoke plans are implemented for individual students.

<u>Referrals YTD Sept 2022 – July 2023</u>
<table>
<tr><th></th><th>Cohort 2022</th><th>PP</th><th>Cohort 2021</th><th>PP</th></tr>
<tr><td>TADS</td><td>10</td><td>6</td><td>9</td><td>6</td></tr>
<tr><td>COMPASS</td><td>4</td><td>2</td><td>7</td><td>6</td></tr>
<tr><td>BRANCHING MINDS</td><td>2</td><td>2</td><td>5</td><td>2</td></tr>
<tr><td>*CAMHS</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>EWO</td><td>3</td><td>3</td><td>3</td><td>1</td></tr>
<tr><td>CME</td><td>5</td><td>5</td><td>4</td><td>3</td></tr>
<tr><td>PREVENT</td><td>0</td><td>0</td><td>1</td><td>1</td></tr>
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<td></td>
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<table>
<tr><td>S/C</td><td>9</td><td>8</td><td>**5</td><td>2</td></tr>
</table>

No CAMHS ref due to change in systems with Branching Minds used as triage.
**2 refs for same child in Cohort 2021

Key to explain acronyms
<table>
<tr><td>TADS</td><td>Now ceased to trade – was trading as Hey!, a children’s mental health charity.</td></tr>
<tr><td>COMPASS</td><td>A children’s mental health and support charity</td></tr>
<tr><td>BRANCHING MINDS</td><td>A referral system designed to bridge the gap between children with mental health difficulties and CAMHS.</td></tr>
<tr><td>CAMHS</td><td>Children and Adolescent Mental Health Service</td></tr>
<tr><td>EWO</td><td>Education Welfare Officer</td></tr>
<tr><td>CME</td><td>Child Missing in Education</td></tr>
<tr><td>Prevent</td><td>The Government programme designed to support schools in identifying and preventing radicalisation</td></tr>
<tr><td>SC</td><td>Social care</td></tr>
</table>
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<tr>
<td>INVOLVE clubs
Offering leadership awards for pupils
Developing partnerships with universities
Experiences/trips/excursions</td>
<td>Extended school times (EEF +3)

If we can let our children experience different clubs it can</td>
<td>3, 6</td>
<td>131 different INVOLVE clubs were offered for Cohort 2022 and 136 for Cohort 2021 over the academic year. All disadvantaged students participated in an hour of extra-curricular activity per week throughout the entire year.</td>
</tr>
</table>

INVOLVE time and equipment £1000 Archbishop of York Award £120 Trips and transport costs - £2000 (EEF Evidence Brief – Extra-curricular activities – extended school time)	perk their interest, particularly focusing on our STEM specialism we can encourage them to raise their aspirations. By having partnerships with universities and making visits to campuses will promote university life for our children. Developing leadership courses will improve our children's confidence and oral ability.		Trips and experiences ran throughout the year and 23% of the children who attended all of the trips and excursions on offer were disadvantaged. Sports day took place at the English Institute of Sport and all disadvantaged students accessed this. The venue and transport costs were covered. We also run a Trinity Scholars programme designed to give students information, aspiration and experience of a pathway to university. 33% of the group are disadvantaged and to date have visited Oxbridge, Sheffield Hallam University and have had various streamed sessions with existing undergraduates in various STEM organisations. All disadvantaged students accessed a Geography curriculum trip to Castleton and 25% of the cohort who went to Paris were disadvantaged, likewise 30% of the children who attended to Y7 residential were disadvantaged.

IMPACT EVIDENCE	• **100% of all disadvantaged students have access to and attend a variety of extra-curricular activities for at least one hour per week**		
Mentoring sessions and attendance strategies, that include positive and negative approaches. Use of EWS £1,500 Attendance incentives £2000 EWS 0.2 of cost £2,270 (EEF Evidence Brief – supporting attendance)	Research indicates the positive correlation between high attendance and high attainment. Mentoring (EEF +2) Attendance strategy part of pastoral and academy ADP. Regular monitoring and reporting to various groups, including LGB	3	Referrals made to EWO throughout the year when students have hit a trigger of going close to PA. Form tutors have used our 90 club strategy to individually mentor disadvantaged students in their form whose attendance was falling. 38% of students monitored in a 6 week period were disadvantaged. Of these 47% made improvements in their attendance in this time period. Attendance awards, prizes and year group competition ran throughout the year. Disadvantaged students were part of form groups that won prizes and competitions. The 47% disadvantaged students who made improvements were rewarded. Next academic year we have appointed an Attendance Lead Officer whose main focus as well as whole school attendance will be narrowing the disadvantaged attendance gap.

Total budgeted cost: £ *152,127*