

Pupil premium strategy statement

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| School name | St. Albans Catholic High School |
| Number of pupils in school | 859 (+145 in Sixth Form) |
| Proportion (%) of pupil premium eligible pupils | 18.8 % of year 7-11 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | Year 1 (2024 – 25 academic year) of the 3 year strategy plan. 2024/25 - 26/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Mr M Baker (Headteacher) |
| Pupil premium lead | Mrs J Goddard (Deputy Headteacher) |
| Governor / Trustee lead | Mr S Hayes |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year 24/25 | £163,510 |
| 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 | £163,510 |

Part A: Pupil premium strategy plan

Statement of intent

At St Alban's Catholic High School, irrespective of a student's background or socio-economic status, it is our intention that all our students have the opportunity to achieve their full potential academically, spiritually, culturally and socially. We are an inclusive school, and we aim to develop all pupils to be knowledgeable, morally informed and compassionate young people, who are committed to the Gospel values. We have high expectations for all our pupils and therefore it is also our aim that disadvantaged pupils will achieve progress and attainment outcomes at least in-line with their non-disadvantaged peers at school, local and national level.

Students at St Alban's have access to a broad and balanced curriculum which will enable them to develop the knowledge, skills and experiences that they need to prepare them for the next stage of their education. All disadvantaged pupils will access high-quality personal development opportunities to ensure they are well-rounded individuals, able to exert positive change on their own lives, the lives of others and of the wider community.

The EEF Pupil Premium guidance is clear that the most effective strategy for improving outcomes for disadvantaged pupils is access to a high-quality curriculum through high-quality teaching and learning. High quality teaching is integral to closing the disadvantage attainment gap. Not only does this impact disadvantaged students but also allows their peers to sustain and improve attainment alongside them.

We do this through (but is not limited through):

- ✎ Providing high quality teaching and a whole school approach in all aspects of learning, giving all our students the confidence to succeed. This is supported through appropriate CPD (Continuing Professional Development) and CADT (Curriculum Area Development Time) to give departments time and resources to develop and share good practice
- ✎ Knowledge rich curriculum
- ✎ Regular retrieval practice
- ✎ Having high expectations for the achievement of all students and act early to intervene at any given point identified
- ✎ Challenging disadvantaged students in the work that is set for them
- ✎ Providing equality of opportunity for all students
- ✎ Targeted academic support through quality interventions
- ✎ Targeted support and mentoring for all PP students, particularly in examination year groups
- ✎ Focus on providing our students with opportunities to develop their cultural capital and participate in activities beyond their wider experiences
- ✎ Ensuring all students develop literacy and oracy skills and understanding to enable them to access the full breadth of the curriculum
- ✎ Developing student confidence in their ability to communicate effectively in a wide range of contexts both in school and further education and careers
- ✎ Enable students to manage their social and emotional wellbeing and develop resilience.
- ✎ Guided support in choosing their subject Pathway through the school as part of our options process in Key Stage 4 and 5

As recommended by the EEF, we use a tiered approach to supporting Pupil Premium pupils to access, and make excellent progress within, the whole-school curriculum. We use evidence-based

research to select key areas of focus to deliver short, medium and long-term impacts to address the social disadvantage of pupils eligible for Pupil Premium funding.

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|-------|---------|-------|---------|-------|---------|--|--|----|----|----|----|----|----|-----|------|-------|------|------|------|------|----|------|-------|------|-------|------|-------|--------|------|-------|------|------|------|------|----------|------|-------|------|-------|------|---|-------------|------|-------|------|-------|------|-------|--------|----|------|-------|------|------|------|
| 1 | <p>Attendance</p> <p>Attendance data shows poorer attendance amongst Pupil Premium students compared to non-PP students. In 2022-2023, the average attendance for all students at St Alban’s Catholic High School was 91.4%. For PP students, the average was 88.2% and for non-PP it was 92.1%. This was similar in 2023-2024, where the average attendance for all students at St Alban’s Catholic High School was 91.3%. For PP students, the average was 85.8% and for non-PP it was 92.8%. This academic year to date, the average attendance for all students at St Alban’s Catholic High School is 92.7%. For PP students, the average is 87.8% and for non-PP it is 94.5%.</p> <p>Persistent Absence, in 2023-2024 the rate at St Alban’s Catholic High School was 25.4% compared to a national average of 20.7%. Of these Persistent Absentees, 43% of them were PP and 57% were non-PP. This academic year to date, the Persistence Absence rate at St Alban’s Catholic High School is 19.5% compared to a national average of 21.5%. Of these Persistent Absentees, 38% of them are PP and 62% are non-PP.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | <p>Progress and attainment gap</p> <p>2022, 2023 and 2024 GCSE data demonstrated a progress and attainment gap between Pupil Premium and Non – Pupil Premium pupils, as well as SEND and non-SEND PP.</p> <table><tr><th></th><th colspan="2">2021/22</th><th colspan="2">2022/23</th><th colspan="2">2023/24</th></tr><tr><th></th><th>A8</th><th>P8</th><th>A8</th><th>P8</th><th>A8</th><th>P8</th></tr><tr><td>All</td><td>51.1</td><td>-0.20</td><td>47.7</td><td>0.10</td><td>48.9</td><td>0.13</td></tr><tr><td>PP</td><td>36.6</td><td>-0.74</td><td>34.9</td><td>-0.79</td><td>40.1</td><td>-0.55</td></tr><tr><td>Non-PP</td><td>54.5</td><td>-0.01</td><td>49.9</td><td>0.26</td><td>50.8</td><td>0.29</td></tr><tr><td>SEN EHCP</td><td>25.5</td><td>-0.60</td><td>13.8</td><td>-0.26</td><td>13.0</td><td>-</td></tr><tr><td>SEN support</td><td>32.6</td><td>-1.26</td><td>35.3</td><td>-0.46</td><td>26.0</td><td>-0.30</td></tr><tr><td>No SEN</td><td>54</td><td>0.06</td><td>50.15</td><td>0.17</td><td>51.2</td><td>0.17</td></tr></table> <p>In 2023 the average Progress 8 score was -0.79 for Pupil Premium and 0.26 for non-Pupil Premium students. This is a gap of -1.05. This gap did slightly reduce in 2024 following the work that has been done, with an improved average Progress 8</p> | | 2021/22 | | 2022/23 | | 2023/24 | | | A8 | P8 | A8 | P8 | A8 | P8 | All | 51.1 | -0.20 | 47.7 | 0.10 | 48.9 | 0.13 | PP | 36.6 | -0.74 | 34.9 | -0.79 | 40.1 | -0.55 | Non-PP | 54.5 | -0.01 | 49.9 | 0.26 | 50.8 | 0.29 | SEN EHCP | 25.5 | -0.60 | 13.8 | -0.26 | 13.0 | - | SEN support | 32.6 | -1.26 | 35.3 | -0.46 | 26.0 | -0.30 | No SEN | 54 | 0.06 | 50.15 | 0.17 | 51.2 | 0.17 |
| | 2021/22 | | 2022/23 | | 2023/24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A8 | P8 | A8 | P8 | A8 | P8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 51.1 | -0.20 | 47.7 | 0.10 | 48.9 | 0.13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 36.6 | -0.74 | 34.9 | -0.79 | 40.1 | -0.55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP | 54.5 | -0.01 | 49.9 | 0.26 | 50.8 | 0.29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEN EHCP | 25.5 | -0.60 | 13.8 | -0.26 | 13.0 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEN support | 32.6 | -1.26 | 35.3 | -0.46 | 26.0 | -0.30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No SEN | 54 | 0.06 | 50.15 | 0.17 | 51.2 | 0.17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>score of -0.55 for Pupil Premium. For non-Pupil Premium, a Progress 8 score of 0.29 was achieved, reducing the gap to -0.84.</p> <p>In 2023, SEND students on average achieved a Progress 8 score of -0.26 for SEND EHCP and -0.46 for SEND Support. This demonstrates a gap of -0.63 for SEND support and -0.43 for SEND EHCP. In 2024, the average Progress 8 score was -0.30 for SEND Support and 0.17 for students with no SEND. This demonstrates a Progress 8 gap of -0.47 between SEND students and their non-SEND peers.</p> <p>This is a key area of focus for the school as 23.3% of PP students are SEND, suggesting that they are doubly disadvantaged.</p> |
| 3 | <p>Reading ages</p> <p>Low reading age is a challenge to achievement for some PP students. We use GL assessments NGRT (New group reading test) which is considered to be the best test for detailed data and specific diagnosis of specific reading issues. Assessments suggest that around 29% of KS3 students eligible for the Pupil Premium are not reading at age related expectations. This is most prevalent in KS3: in Y7 28% of PP students are below expected standards; in Y8 31% of PP students are below expected standards and in Y9 32% of PP students are below expected standards.</p> |
| 4 | <p>Mental health</p> <p>Pastoral and Safeguarding data suggests that some PP students have experienced mental health issues that have negatively impacted on their progress and attainment.</p> |
| 5 | <p>Access to wider life experiences</p> <ul style="list-style-type: none"> • Some of our disadvantaged pupils have less access to books, conversations and resources at home and have limited exposure to activities or outings. • Some of our students from disadvantaged backgrounds lack the opportunities for wider experiences, causing a lack in cultural capital in comparison to their non-disadvantaged peers. • Some PP students do not have access to IT equipment/resources, texts and a quiet learning space at home. |
| 6 | <p>Financial</p> <p>Some of our children from disadvantaged backgrounds may have financial difficulties:</p> <ul style="list-style-type: none"> • With purchasing school uniforms • With affording to take children on wider experiences that families from non-disadvantaged backgrounds can afford • With affording healthy, nutrient rich food • School resources such as equipment and revision materials • School trips that offer experiences and opportunities beyond the classroom |

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | <p>Sustained high attendance by end of academic year 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance data will show increased PP attendance in line with national average. • A reduction in in gap between PP and non-PP attendance from 6% to 3%. • The overall unauthorised absence rate for all pupils being no more than 5%. • The percentage of disadvantaged students persistently absent below 1%. • A reduction in the number of persistently absent pupil premium students from 35% to 20% which would result in PA PP being below national average. |
| Close learning gaps | <ul style="list-style-type: none"> • By the end of the current plan in 2026/27, GCSE results will demonstrate that Pupil Premium pupils will have a progress 8 score in line with non-Pupil Premium pupils. • Pupil Premium students will have support meetings when making Pathways choices for GCSE subjects. |
| Improve outcomes for those PP students with SEND | Pupil Premium students with an identified SEND need will make progress and attain in line with their non-SEND peers. Staff surveys will suggest that staff feel confident in utilising strategies to support SEND pupils. |
| Improve student literacy and reading ages | Using NGRT to measure progress, results data will demonstrate that students reading ages improve and are in line with age expected outcomes. Pupil premium students' will be reading at adult reading age (15+) by the time they leave school. |

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|---|---|
| To foster stronger relationships between parents/ carers and the school | <ul style="list-style-type: none"> Improved engagement and more opportunities for parents to visit the school. Eg. Parents evenings, Y7 celebration mass, meet the tutor evenings, etc. Regular communication with parents/ carers regarding attendance and the progress of disadvantaged students. In particular, via student PP support worker. |
| To achieve and sustain improved wellbeing support for all pupils, including those who are disadvantaged to reduce the impact of these barriers on young people and their progress through the curriculum. | <p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> regular mentoring meetings for pupil premium students to ensure they are supported and feel valued. This will include regular contact with parents/carers. Information then shared with teaching and pastoral staff on specific need qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Positive impact seen on outcomes and attendance. |
| Students will have access to resources and technology to support their learning. | Student survey/voice and individual PP meeting minutes with Pupil Premium Support Worker will indicate that PP students have all the resources they need to support their learning, and if not, these will be provided. |
| Increase students' cultural capital knowledge and opportunities for enrichment and CEIAG | All pupil premium students will have accessed at least one enrichment opportunity per academic year, and all will have engaged with CEIAG support by the time that they leave school. Internal tracking will show that PP students will have engaged with the wider enrichment offer/community at least once per academic year. |
| Access to intervention sessions to support gaps in learning | <ul style="list-style-type: none"> Year 11 PP students will be targeted to attend revision sessions Academic mentors will be provided for year 11 students who are underachieving |

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: £ 25 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>High quality teaching and learning through a high-quality, knowledge rich curriculum in line with Pupil Premium Strategy.</i></p> <p><i>This is achieved through a number of approaches including:</i></p> <ul style="list-style-type: none"> - <i>Quality first teaching based on Great Teaching Toolkit (Evidenced Based Education) and Rosenshine's Principles</i> - <i>Wholes school departmental, subject specific and personalised T&L development</i> - <i>Curriculum development training/CPD</i> - <i>A CPD focus on formative assessment</i> - <i>Embedded approaches to disciplinary literacy</i> | <p>The EEF Guide to Pupil Premium (Autumn 2022).</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>An Updated Practical Guide to The Pupil Premium and LLearning Without Labels, Marc Rowland Great Teaching Toolkit – Evidence Based Education</p> <p>The Great Teaching Toolkit - Evidence Based Education</p> <p>Rosenshine's Principles of Instruction</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p> <p>EEF guidance report on SEND in mainstream</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>EEF guidance report for effective CPD:</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p> | 1, 2 & 5 |

| | | |
|---|--|-------------|
| <i>Use of GL Assessments to support diagnosis of disadvantaged students' individual learning needs, in order to better equip classroom teachers, support staff, and interventions with the tools to support their learners.</i> | The EEF suggest that investment in diagnostic testing will enable schools to be more evidence informed in supporting the bespoke needs of individuals, rather than a generic approach to interventions. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. The EEF Guide to the Pupil Premium EEF | 1 & 2 |
| <i>Appointment of Designated Mental Health Lead</i> | Wellbeing in schools, improving mental health of pupils and the whole school (worthit.org.uk) | 4 |
| <i>Reading fluency staff training led by Ruth Everitt</i> | Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools | 1 & 2 |
| <i>Appointment of Pupil Premium Support Worker</i> | Parental engagement EEF (educationendowmentfoundation.org.uk) | 3, 4, 5 & 6 |
| <i>CPD for all staff on delivering a trauma informed approach</i> | Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 4 |
| <i>Recruitment and retention of teaching assistants</i> | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 2 |
| <i>Training for TAs in literacy interventions</i> | Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) | 1 |
| <i>TLR payments for staff/ % of salaries of pastoral workers who work closely with pp students</i> | Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) (page 70) | 3, 4 & 6 |
| <i>Revision books and resource provision</i> | Provision of books/resources to support revision and retention of knowledge to be used in conjunction with The Learning Scientists Six Strategies for Effective Learning: Downloadable Materials — The Learning Scientists | 2, 5 & 6 |

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

Budgeted cost: £50 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Nurture offer before school</i> | EEF: Extending school time | 1,2,5,6 |
| <i>Literacy and Numeracy Support – English/Maths intervention teacher</i> | <p>1:1 and small group tuition has been shown to have a positive impact on attainment of pupils and is particularly recommended for disadvantaged pupils as part of the Pupil Premium Strategy. The EEF Toolkit suggests that Small Group Tuition can add up to 4 months progress and 1:1 Tuition can add up to 5 months.</p> <p>EEF: One to One tuition</p> <p>EEF: Small group tuition</p> <p>Teaching and Learning Toolkit EEF</p> | 1, 2 |
| <i>Academic monitoring, targeted interventions and next steps learning conversations</i> | <p>Using data and diagnostics to inform decision making and identifying barriers to achievement and then addressing student need via bespoke interventions. This approach is advocated via The EEF Guide to the Pupil Premium.</p> <p>The EEF Guide to the Pupil Premium EEF</p> | 1 & 2 |

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

Budgeted cost: £ 90 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Ensure disadvantaged students have an equal access to school, learning and cultural capital opportunities to include IT equipment, uniform, travel subsidies and funded curriculum and enrichment trips</i> | EEF: Digital Technology Aspiration interventions EEF (educationendowmentfoundation.org.uk) Arts participation is shown to add 3 months in EEF toolkit Teaching and Learning Toolkit EEF | 5 & 6 |
| <i>Regular mentoring Sessions</i> | Against the odds: better outcomes for disadvantaged pupils | 2, 4 & 5 |
| <i>Nurture room</i> | Nurture Groups: How do they help pupils with SEMH needs? | 2, 3 & 4 |
| <i>Appointment of Pupil Premium Support Worker to maintain communication related to attendance and punctuality with parents/ carers</i> | Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net) | 2, 3, 4, 5, 6 |
| <i>Behaviour support worker</i> | Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 2, 3, 4 & 5 |
| <i>School counsellor sessions</i> | There has been a big increase in the number of concerns reported by teachers reported by teachers. This is impacting on attendance in lessons. Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 3 & 4 |
| <i>Attendance Monitoring and intervention</i> | An updated Practical Guide to The Pupil Premium and Learning Without Labels, Marc Rowland – references attending monitoring. The EEF Guide to the Pupil Premium (Autumn 2022) references diagnosing pupils' needs and advocates this as a wider strategy. | 3 & 4 |

| | | |
|---|---|-------------|
| | The EEF Guide to the Pupil Premium EEF | |
| <i>Access to Careers Advisor</i> | <p>The EEF Careers Review suggests that Careers Education works best when it is personalised and targeted to individuals' needs.</p> <p>SYM873648 Careers-Education-Infographic</p> | 2, 3, 4 & 5 |
| <i>Mental Health first aid training for an additional 10 members of staff</i> | <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p> | 4 |
| <i>Appointment of Designated Mental Health Lead</i> | <p>Wellbeing in schools, improving mental health of pupils and the whole school (worthit.org.uk)</p> | 4 |

Total budgeted cost: £ 165, 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 2023 to 2024 academic year.

To continue to improve the % of disadvantaged students achieving 9-4 in Mathematics and English and close the gap with non PP students.

| | All | Disadvantaged | Non-Disadvantaged |
|-----------------------------------|-------|---------------|-------------------|
| Attainment 8 | 48.9 | 40.1 | 50.8 |
| Progress 8 | 0.13 | -0.55 | 0.29 |
| P8 English element | 0.25 | -0.3 | 0.38 |
| P8 Maths element | -0.17 | -0.94 | 0.02 |
| P8 Ebacc element | 0.2 | -0.41 | 0.34 |
| P8 Open element | 0.13 | -0.59 | 0.31 |
| The overall basics Strong (9-5) | 51.3% | 25.0% | 56.8% |
| The overall basics Standard (9-4) | 65.6% | 32.1% | 72.7% |

We have an ambitious curriculum offer that supports our disadvantaged students. Quality Assurance conducted suggested that students recognised recommended teaching strategies were being utilised by the majority of teachers in the majority of lessons such as regular retrieval practice, explicit instructions and scaffolding.

Promote and improve resources available for students and staff wellbeing where there are particular needs identified

- We increased pastoral support to ensure all pupil premium students can have regular mentoring meetings and the support that they need
- A new Designated Mental Health Lead was appointed.
- Additional Behaviour Support Worker were appointed last year so there is one in Key Stage 3 and Key Stage 4
- Posters were displayed to signpost students to Mental Health First Aiders

Student resilience and the attendance of students at the sessions that are being provided for them

- Counselling sessions are over-subscribed with attendance being consistently high
- There was a high level of attendance amongst PP students
- A high proportion of our PP students use the Nurture room and break times and lunch time.
- School Nurse drop-in sessions were also utilised by PP students across all key stages

- A good percentage of PP students attended Study Zone (our homework club), after school on Mondays and Tuesday, which provides support given to students. And lunchtimes every day each week starting this term.

Numeracy interventions across KS4 for low attaining disadvantaged students

- Year 11 intervention sessions during registration. Period 5s run fortnightly after school with a programme for each subject area.
- Revision guides and exam paper packs purchased for Year 11.
- Use of Sparx Maths and diagnostic questions – monitored and led by maths teacher, to encourage and strengthen home learning.
- Word of the week – send out by BB
- Maths literacy strategy sent out regularly by HI.

Literacy interventions across KS4 for low attaining disadvantaged students

- For the last year we trailed a plan to support reading through a bespoke reading intervention - this continues to be developed.
- We reshaped the way we use homework at KS3 - this is focused on building writing skills across all curriculum content. Students worked on a task across a fortnight, complete it in the booklet and then receive feedback in a specially designed homework feedback lesson. We have developed this method in order to support those who have gaps in their writing knowledge and lack particular skills. This supports all students to develop their writing but supports our PP and disadvantaged the most.
- We offered lunch time homework club on Wednesday lunch time for those who need a quiet space to complete their English homework or need some support.

Ensuring students attend the literacy and numeracy intervention classes.

- Intervention groups were established and monitored by Heads of Year and Heads of Department.
- Termly updates on attendance/progress reported to Assessment Lead and PP coordinator

Increasing the level of support for students who are struggling with their mental health due to lockdown.

- 4YP providing increased counselling service to students. This was increased and work was done to reduce the waiting list and the level of need for this service. We are now at a point that we are able to reduce the counselling which shows impact of our work.
- Resources sent to parents to support mental health awareness
- Staff volunteers trained as mental health first aiders and signposted students to support. This needs renewing in the Spring term.
- Increased sessions on Mental Health Awareness were embedded in the PYF and extended registration programmes.

Attendance of targeted PP students at relevant support sessions. Parental understanding of the progress and well-being of their child.

- Regular contact made with home via pastoral team and pupil premium support worker
- Stationery and revision packs provided for all PP students in Year 11 to support PPE (mock exam)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |