

Pupil premium strategy statement – Shelley College

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 2022-23

Metric	Data
Number of pupils in school	1316 including sixth form
Proportion (%) of pupil premium (PP) eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	21 st October 2022
Date on which it will be reviewed	14th Feb 2023
Statement authorised by	Mr David Wadsworth
Pupil premium lead	Mrs Joanna Richards
Governor / Trustee lead	Mrs Amy Mortimer

Funding overview 2022-23

Pupil premium funding allocation this academic year	£188,040.00 confirmed
Tuition Grant this academic year	£15,163.00 confirmed
Recovery premium funding allocation this academic year	£49,300.00 confirmed
Reserves from 21-22 Pupil Premium and Recovery	£11,614.26 (forecast only)
Total budget for this academic year	£264,117.26 (forecast only)

Part A: Pupil premium strategy plan

Statement of intent

Our statement of intent focusses on the 3 key principles for this academic year;

- a) Teaching priorities
- b) Targeted academic support
- c) Wider approaches

Our ultimate objectives for disadvantaged students (DS) are as follows;

- Disadvantaged students, continue to be helped to catch up on learning missed through school closures, which will ultimately result in improvement progress due to the implementation of an ambitious curriculum for all (a, b and c).
- The school led Academic Tuition Programme will continue to tutor our most vulnerable students, particularly DS, with new tuition protocol following the successful tuition in particular subjects last academic year (b).
- Attendance of disadvantaged students improves and the % of persistent absentees decreases (c).
- All staff have high expectations of students' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school, particularly amongst DS (a and c)
- Focus on behaviour of disadvantaged boys in Year 9 and 10 and students with Social, Emotional & Mental Health needs, particularly amongst disadvantaged Year 11 girls (c).
- Promote our reading and literacy recovery strategy using the development of phonics through the new reading friends programme with a focus on disadvantaged, particularly those with a reading age below expected (c).
- Extracurricular and personal development opportunities will be promoted with a particular focus on our disadvantaged students by offering trips across the curriculum to raise aspiration through the development of a personal development package ('The Scholar Programme'). (c)

Our current pupil premium strategy plan works towards achieving these objectives by:

a) Teaching Priorities

Continuing to improve the quality of curriculum implementation through the use of effective quality assurance (QA) mechanisms (both at subject level and whole school) and high quality subject specific and whole school continued professional development (CPD).

This will include continuing to develop a high-profile T and L team to support teachers in delivering quality first teaching and helping pupils recover from lost learning.

Where necessary, support teachers and leaders to ensure a high level of ambition for disadvantaged students. This will be linked to the curriculum they study, but also the ambition of all teachers.

Staffing costs linked to teaching priorities:

- Partial funding of a Lead Practitioner of Maths (£20,521)
- Partial funding of an Assistant Director of English (£27, 782)
- Partial funding of TLR for Excellent Practitioners x 3 to form part of the T and L team (£6090)

Curriculum leaders will continue to have CPD on designing and skilfully implementing a recovery curriculum to ensure students know more and remember more through the use of our teaching and learning (T and L) team.

Curriculum leaders and teachers will continue to receive training on developing a robust diagnostic assessment schedule to identify any gaps in knowledge and skills as quickly as possible and amend curriculum plans where necessary.

b) Targeted Academic Support

Our school led tutoring programme will continue to run this academic year as recommended by the DfE. The programme will continue to use our own expert teachers to help students catch up, where still necessary, as a result of school closure (with a particular focus on DS). £30,000 allocated (50% of last academic year).

Groups will now be 6 to 8 students to maximise impact, as recommended by the DfE and all sessions will continue to run as a 6 week block.

Impact will be measured after 6 weeks and only continued if there is evidence of progress.

High Priority Pupils (HPPs) with a focus on DS will be identified based on assessment data, and coded on all seat plans on class charts.

CPD will be delivered to all staff to ensure HPPs are a focus of all whole school and departmental QA, with a particular focus on DS.

Staffing costs linked to targeted academic support:

- Partial funding of the Assistant Principal responsible for overseeing Pupil Premium, Academic catch up and Personal Development including supporting the T and L core team (DS focus) (£48,752)

c) Wider Approaches

These will include a range of strategies but will focus on improving attendance OF DS, supporting students' social, emotional and mental health (SEMH), improving behaviour and reducing the number of students in the disadvantaged cohort

receiving fixed term suspensions. Funding of the Attendance and Pupil Support Officer (APSO), counselling, use of external agencies, Safeguarding & Student Wellbeing Officer (SGWO), rewards and SEMH support such as boxing sessions and academic life coaching are to mention just a few of these strategies.

Staffing costs linked to wider approaches:

- Partial funding of Safeguarding & Student Wellbeing Officer - deliver 1 to 1 or group sessions to improve and support students with their emotional wellbeing with a particular focus on DS with SEMH needs (£16,467)
- Partial funding of the APSO role (£21,660)
- Associate Assistant Principal responsible for wider approaches and vulnerable students (DS focus) (£2556)
- Associate Assistant Principal responsible for Reading Recovery (£2692)

Challenges

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

Challenge number	Detail of challenge
1. Low reading ages, below expected in some cases limiting access to the curriculum. This includes how reading embedded into the curriculum and delivered skilfully.	The reading recovery strategy has identified that some of our DS have reading age lower than expected and, in some cases, much lower than expected. This in turn, creates barriers to learning in the classroom and therefore hinders access to the curriculum and can result in disengagement. This then has a negative affect on progress, outcomes, aspirations and often SEMH needs increase due to a lack of self-esteem.
2. Attendance of DS, especially FSM	<p>Although attendance of DS has increased throughout the year, this still remains a priority. Our barrier and challenge is getting to the bottom of why these students aren't attending school and then breaking down these barriers.</p> <p>Disadvantaged</p> <p>National = 85.23% (FFT)</p> <p>SHC 2021-22 = 88.38%</p> <p>SHC 2022-23 target = 93%</p> <p>Persistent absence (PA)</p> <p>Rates are lower than the national average: 37%</p>

	<p>SHC PA all: 17.5%</p> <p>SHC Disadvantaged: 39%</p> <p>SHC Disadvantaged Target: 25%</p>
<p>3. Students' SEMH although improving, continue to be a challenge.</p>	<p>Pupils (particularly DS) who struggle with social, emotional and mental health including unhealthy sexual relationships, will need further support through these wider approaches to ensure that their SEMH doesn't impact on their learning and progress. Students with SEMH issues often don't attend school or struggle to engage with their learning through passive disengagement/low level disruption/time out cards etc.</p> <p>The long-lasting impact of lockdown and isolation had a disproportionate impact on students with SEMH. Although this seems to be improving, particularly amongst our Year 11 girls, this still remains a challenge and remains a priority. The appointment of a safeguarding and well being officer has enabled us to work towards breaking down this barrier and addressing this challenge.</p>
<p>4. Low level disruption and negative behaviour</p>	<p>Since the recruitment of a new Vice Principal, the behaviour system has changed making comparisons quite difficult. However, negative behaviour remains a challenge amongst our DS.</p> <p>Rate of suspensions from September 2021 to July 2022 = 6.71% (National average 2019 - 5.36%)</p> <p>Rate of 1+ suspensions from September 2021 to July 2022 = 3.99% (National average 2019 - 2.44%)</p> <p>Rate of suspensions for DS from September 2021 to July 2022 = 28.05%</p> <p>Rate of 1+ suspensions from September 2021 to July 2022 = 17.07%</p> <p>Permanent exclusion rate for this period was 0.09</p> <p>44% of total behavioural sanctions were from DS and 75% of these were for boys.</p>
<p>5. Attendance to high quality academic tuition sessions and the consistency of tuition sessions across school.</p>	<p>Pupils who have been identified for the Academic Tuition Programme are most likely our more vulnerable students including a significant proportion of DS. Poor attendance to these sessions could result in further gaps in knowledge and skills developing in specific subject areas and means a tutor place for another student is not utilised effectively.</p> <p>Approximately 277 students have been selected for Academic tuition and the proportion of these who are disadvantaged, is over 14%. Those students who struggle to</p>

	<p>stay at school late due to transport etc are the students we need in school for tutoring.</p> <p>The consistency in the quality of academic tuition sessions last academic year varied, as seen in 2022 outcomes and QA of these sessions. The aim this year is to overcome this barrier by creating a more robust tuition protocol as recommended by DFE.</p>
6. Personal Development re-engagement	<p>There still remains a challenge in reintegrating pupils back into enrichment, extracurricular and trips, which is vital in ensuring students feel valued, developing them as a whole and ensuring they attend school to maximise potential and close gaps.</p> <p>Prior to school closure, the % of DS who engaged in extra curricular activities and enrichment was lower than non DS and so school closure will have only widened this gap. We have set aside part of the budget as part of this plan to encourage DS to partake in trips e.g. the Art trip to London. Hopefully this will help us overcome this challenge by removing the financial barrier. A personal development package will be created e.g 'A Scholars Club' for DS to experience a range of opportunities that they would otherwise wouldn't have access to including programmes such as The Brilliant Club.</p>

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
Disadvantaged students, particularly the most vulnerable, are helped to catch up on learning missed through school closures	<p>Progress measures indicate all students perform well in public examinations.</p> <p>Progress 8 score will be > +0.7 whole school.</p> <p>Progress 8 score for disadvantaged will be > +0.1</p> <p>Trackers show that teachers have used assessments effectively to measure students' understanding of the curriculum and identify gaps in knowledge and skills.</p> <p>Students' work shows that they have covered any missed topics and assessment provides evidence that they have</p>

	<p>learnt and remembered the relevant knowledge and skills.</p> <p>Progress measures, book scrutiny and other quality assurance activities show that disadvantaged and students with special educational needs and/or disability (SEND) are catching up to their peers if and when gaps appear.</p> <p>Evidence from classcharts will show that some students identified as HPP are no longer as gaps close following diagnostic assessments.</p>
<p>Teachers and leaders help disadvantaged students to achieve the highest academic standards through an ambitious curriculum.</p>	<p>Evidence from quality assurance activities will show that disadvantaged students study an ambitious curriculum which in the majority of cases is the same as their peers.</p> <p>All students make strong academic progress from their starting points. QA will provide evidence that they have a good level of knowledge and skills across the curriculum and those students are helped to catch up.</p> <p>All DS, other than those needing intensive catch up support or with more complex cognitive needs, successfully complete the full National Curriculum KS3 programmes of study and a full range of GCSE options at KS4.</p> <p>The proportion of students successfully completing EBacc at the end of KS4 remains as high for leavers 2025</p> <p>The proportion of disadvantaged students successfully completing EBacc at the end of KS4 remains as high for leavers 2025.</p> <p>Progress scores for disadvantaged students improve compared with 2022 outcomes.</p>
<p>Attendance of disadvantaged students, particularly those in receipt of free school meals improves.</p>	<p>Disadvantaged</p> <p>National = 85.23%</p> <p>SHC 2021-22 = 88.38%</p> <p>SHC 2022-23 target = 93%</p>

	<p>Persistent absence</p> <p>Rates are lower than the national average: 37%</p> <p>SHC PA: 17.5%</p> <p>SHC Disadvantaged: 39%</p> <p>SHC Disadvantaged Target: 25%</p>
<p>All staff have high expectations of disadvantaged students' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school.</p> <p>Focus on disadvantaged boys, disadvantaged students with Social, Emotional & Mental Health needs and disadvantaged students in the new Year 9 cohort.</p>	<p>QA through behaviour reviews and learning walks will show evidence of positive behaviour in lessons and around school.</p> <p>Students' behaviour is consistently excellent in lessons and around school.</p> <p>Low level disruption to learning is very rarely seen and when it is, staff are seen to respond effectively.</p> <p>There is evidence that staff do not ignore poor behaviour.</p> <p>Student, parent and staff surveys are positive about behaviour in lessons and around school.</p> <p>Student and staff interviews provide evidence they are positive about behaviour in lessons and around school.</p> <p>Punctuality to lessons is excellent, including period 5.</p> <p>The number of lesson removals, isolation periods and suspension rates, particularly for disadvantaged Year 9 and 10 boys, will reduce.</p>
<p>Staff appointed as per this PP/Catch Up plan will provide a range of support strategies in the form of an early support intervention program for our high priority pupils.</p>	<p>Each member of staff will have evidence of student meetings, intervention and impact. Some students will access the support on a half termly basis and other students will access the support on a longer-term intervention plan depending on the needs of the students. The member of staff involved will depend upon the needs of the individual and this on occasions, will involve outside agencies and some of the wider approach strategies mentioned below. The appointment of the SGWO role will be focussed on DS with SEMH.</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) Lead: JWT

Budgeted cost: £57,393.60

Activity	Challenge number(s) addressed
<p>All teachers will implement curriculum content skilfully. This will be achieved through high quality subject specific and whole-school CPD. All teachers will follow their program of study with high levels of accuracy and implement the curriculum skilfully. This will be achieved through high quality subject specific and whole-school CPD.</p> <p>Specific training will be delivered on how to identify gaps in learning and how to implement the curriculum skilfully in order to address these gaps.</p> <p>QA mechanisms and activities to include opportunities to evaluate how gaps in knowledge are closing and how teachers are responding to the long-term challenges of Covid</p>	1 and 5
<p>Recruitment of Excellent Practitioners for September 2022 to support teachers and leaders in optimising the impact of curriculum implementation.</p> <p>Recruitment of Lead Practitioners to drive numeracy and literacy gaps in English and Maths.</p> <p>A well established Teaching and learning structure for September 2022 and roles and responsibilities confirmed, agreed and communicated to individuals.</p> <p>Training on drop ins, work scrutiny, student voice and triangulation of data to commence for the teaching and learning team. This includes the quality assurance of the academic tuition sessions.</p>	1 and 5
<p>Incorporate review and evaluation of “catch-up” in whole-school/departmental QA which feeds into the whole-school improvement model.</p> <p>Review and embed current approaches to QA to ensure that feedback is useful and effective.</p> <p>Devise a follow up procedure to monitor the impact of deep dives/other QA</p> <p>Teaching and Learning team to support in completion of QA elements of deep dives</p>	1 and 5

<p>Embed a strategic approach to subject specific and departmental QA that supports the whole school improvement model. Train curriculum leaders and other leaders on how to evaluate the effectiveness of “catch-up” into their observations, findings and feedback. Recruitment and training of post holders in TL team</p>	
<p>Curriculum leaders to continue to make changes to PoS and SoL to reflect any “lost learning” through gaps identified or through not being able to complete content/practical work because of school closures, where necessary. QA mechanisms and activities to include opportunities to evaluate how gaps in knowledge are being addressed through the design and implementation of curriculum plans, including the use of academic tuition linked to gaps/POS.</p>	<p>1 and 5</p>

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
(educationendowmentfoundation.org.uk)

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.

Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on ‘Special Educational Needs in Mainstream Schools’ found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.

Other subject specific EEF guidance reports will be useful here in identifying apt approaches. High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned.

Targeted diagnostic assessments can support teachers to monitor pupils’ progress, particularly as they maintain classroom routines and recover any learning loss. Schools may also consider how they assess pupils’ engagement with school and their well-being. This may prove useful diagnostic information, whilst also support establishing new habits and behavioural routines.

Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular. Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur

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

Budgeted cost: £ 104,012.66

Activity	Challenge number(s) addressed
<p>Continue to deliver a school led Academic Tuition Programme for Years 9 to 13 using our own expert teachers to help students catch up as a result of school closure but with a particular focus on DS.</p> <p>Pay our own expert teachers to deliver effective tuition sessions after school for one hour to focus on closing any gaps in knowledge and skills. Groups will be 6 to 8 students as per DfE guidance and will run as a 6 week block. Impact will be measured after 6 weeks and only continued if there is evidence of progress. This is for students at ALL key stages.</p> <p>Financial support for DS who need transport home to maximise attendance.</p> <p>Rewards for students to maximise attendance. Sessions will be quality assured to maximise impact as per last academic year. The strengths from last year have been fed into the school led tuition plan for 22-23.</p>	<p>5</p> <p>5 5</p>
<p>Identify new HPPs for 2022-23 based on EOY assessment data, update all HPP trackers, label HPPs on class charts for all staff, deliver CPD to all staff and ensure HPP are a focus of all whole school and departmental QA</p>	<p>1 and 5</p>
<p>Allow curriculum areas to buy resources for disadvantaged students to overcome some of the challenges explained above such as text books, revision resources and practical equipment.</p>	<p>1 and 6</p>

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
(educationendowmentfoundation.org.uk)

Tuition group size research.pdf

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained

period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.

Wider strategies (for example, related to attendance, behaviour, wellbeing) Lead: GC/KM

Budgeted cost: £102,711.00

Activity	Challenge number(s) addressed
<p>Partial funding of the APSO role; APSO to work with key groups of students whose attendance is, or has previously been, a cause for concern, putting in support and challenge to improve attendance outcomes</p> <p>Rewards system for PP/FSM/SEND students (internal rewards, external/extra-curricular rewards)</p> <p>In school support mechanisms such as assertive mentoring, peer mentoring and SEMH support to reduce and remove any barriers to attendance</p> <p>Engaging with external agencies to support families in removing barriers to education</p>	<p>2</p> <p>3 and 6</p>
<p>Preventative work completed to improve behaviour and attitudes and reduce the number of fixed term suspensions.</p> <p>Positive use of alternative provisions where necessary as an alternative to potential fixed term and permanent suspensions</p> <p>Engagement with external agencies to support positive engagement in school where necessary (BASE, Counselling, Integrate therapy etc)</p> <p>Use of external mentors to provide support for students who need to develop management of their behaviour and emotions.</p> <p>Internal staffing to focus on mental health and emotional wellbeing.</p> <p>Use of one-page profiles to help staff better understand the things that engage our disadvantaged students positively in lessons and around school</p> <p>Partial funding of the SGWO role to focus on students with SEMH needs, particularly the DS.</p>	<p>4</p> <p>3</p> <p>4 and 7</p>
<p>To reward disadvantaged students for positive attendance and effort in school;</p> <p>Use of external rewards;</p> <p>Voucher schemes;</p> <p>Regular, small, instant rewards;</p> <p>Trips and visits;</p> <p>Work experience reward visits where applicable to raise aspirations;</p> <p>External guest speakers to raise aspirations</p>	<p>2</p> <p>6</p> <p>3 and 6</p>
<p>Recruitment of an AAP responsible for reading recovery with a literacy focus with the development of the 'Reading Friends' Programme.</p>	<p>1</p>
<p>Recruitment of an Assistant Principal (overseeing PP and catch up) responsible for Personal Development which includes overseeing the extracurricular provision we offer including trips and visits with a particular focus on the DS. This will be developed into a personal development package and called 'The Scholar Club'</p>	<p>6</p>

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
(educationendowmentfoundation.org.uk)

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community. Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation has continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils. Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school.

Total budgeted cost: £ 264,117.26

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.

Review: last year's aims and outcomes

Disadvantaged students, particularly the most vulnerable, are helped to catch up on learning missed through school closures.

Progress measures indicate that all students performed well in public examinations. The progress 8 score is +0.59 for whole school and the progress 8 score for disadvantaged students is -0.08. Trackers show that teachers have used assessments effectively to measure students' understanding of the curriculum and identify gaps in knowledge and skills. Students' work shows that they have covered any missed topics and assessment provides evidence that they have learnt and remembered the relevant knowledge and skills. Progress measures, book scrutiny and other quality assurance activities show that disadvantaged and students with special educational needs and/or disability (SEND) are catching up to their peers if and when gaps appear. Impact reports and QA evidence for our Academic Tuition Programme evidence that students identified make good progress. Evidence through progress measures show that tuition had most impact on subjects where tuition was well planned and prioritised students with greatest need.

Teachers and leaders help disadvantaged students to achieve the highest academic standards through an ambitious curriculum.

Evidence from quality assurance activities shows that disadvantaged students study an ambitious curriculum which in the majority of cases is the same as their peers.

The majority of students made strong academic progress from their starting points as shown by whole school progress measures. QA evidence shows that they have a good level of knowledge and skills across the curriculum and that students are helped to catch up.

All DS, other than those needing intensive catch up support or with more complex cognitive needs, successfully completed the full National Curriculum KS3 programmes of study and a full range of GCSE options at KS4.

The proportion of students entered for the EBacc is 79% for leavers 2024.

The proportion of disadvantaged students entered for the EBacc is 64% for leavers 2024.

Progress scores for disadvantaged students dropped slightly from 0.08 to -0.08 but this is minimal, showing that our catch-up programme targeted disadvantaged students to ensure they don't fall too much behind their peers.

Our DS perform more or less in line with non DS nationally, which is extremely positive.

J Richards 22 - 23

Attendance of disadvantaged students, particularly those in receipt of free school meals improves.

Disadvantaged

National = 85.23%

SHC 2021-22 = 88.38%

SHC 2022-23 target = 93%

Persistent absence

Rates are lower than the national average: 37%

SHC PA: 17.5%

SHC Disadvantaged: 39%

SHC Disadvantaged Target: 25%

All staff have high expectations of disadvantaged students' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school.

Focus on disadvantaged boys, disadvantaged students with Social, Emotional & Mental Health needs and disadvantaged students in the new Year 9 cohort.

QA through behaviour reviews and learning walks shows evidence of positive behaviour in lessons and around school.

Students' behaviour is consistently excellent in lessons as evidenced in classcharts with the number of behaviour sanctions decreasing, although 44% of these were for our DS.

QA evidence shows that low level disruption to learning is very rarely seen and when it is, staff are seen to respond effectively.

There is QA evidence and classcharts data which shows that staff do not ignore poor behaviour.

The vast majority of feedback from student, parent and staff surveys are positive about behaviour in lessons and around school.

Student interviews provide evidence they are positive about behaviour in lessons and around school.

Punctuality has improved both to school and to lessons as evidenced on classcharts with the number of late marks.

Staff appointed as per this PP/Catch Up plan will provide a range of support strategies in the form of an early support intervention program for our high priority pupils.

Members of staff on the PP and Catch-Up plan have evidence of student meetings, intervention and impact. Some students have accessed the support on a half termly basis and other students have accessed the support on a longer-term intervention plan depending on the needs of the students. We have appointed a new Safeguarding and Wellbeing Officer and a wellbeing officer within the Bridge. These roles have focussed on disadvantaged students, and those with SEMH needs and potential SEND. Student voice

shows that these roles have had significantly more impact on students' wellbeing and SEMH, particularly with Year 11 girls. This is evident through attendance, attitudes and student voice.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Commissioned Nursing Service	Locala
Boxing Club	Private boxing coach
Academic Life Coaching	Counselling service
Integrate Therapy	Counselling service