

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tauheedul Islam Boys' High School
Number of pupils in school	635
Proportion (%) of pupil premium eligible pupils	18.26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	16 th September 2023
Date on which it will be reviewed	31 st August 2024
Statement authorised by	Majid Ditta (Principal)
Pupil premium lead	Majid Ditta (Principal)
Governor / Trustee lead	Mohamed Isap

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,060
Recovery premium funding allocation this academic year	£32,292
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	£152,352

Part A: Pupil premium strategy plan

Statement of intent

Using the Pupil Premium funds, the school aims to:

- Maximise the progress of pupils from disadvantaged backgrounds in Progress 8. Nationally, the Progress 8 score for disadvantaged pupils is approximately -0.45.
- Maximise the attainment of pupils from disadvantaged backgrounds in Attainment 8. Nationally, the Attainment 8 score for disadvantaged pupils is approximately 36.7.
- Maximise the % of pupils from disadvantaged backgrounds who participate fully in the subjects needed for the English Baccalaureate and who go on to achieve the English Baccalaureate. Nationally, fewer than 10% of such pupils achieve the English Baccalaureate.

The school's spending decisions on the Pupil Premium Funding are intended to:

- Enable parents to have a Pupil Premium Guarantee which allows all disadvantaged pupils to receive:
 - Free books, stationery, revision resources.
 - Subsidised educational visits and trips.
 - A free breakfast.
 - Free access to all intervention and enrichment activities.
 - £100 towards the cost of the purchase of the school uniform for the new intake.
- Enable disadvantaged pupils to 'close the gap' in their performance in English and Maths through:
 - Small group intervention, delivered by teachers.
 - Smaller class sizes, through additional teachers in English and Maths.
 - Support in lessons, through the deployment of support staff in English and Maths.
 - Regular performance review meetings with parents if their son is underperforming.
 - Recruitment of alumni as mentors to support with additional weekend intervention in English, Maths and Science.
 - Enhanced regular CPD to LSA's to upskill them to better support in Maths and English e.g. Numeracy and MS Immersive Reader
 - Investment in software systems e.g. Sparx, SISRA.
 - Read Aloud sessions are incorporated into the school day.
 - Lunchtime sessions with LSAs.
- Raise aspirations and ambition in disadvantaged pupils through:

- Access to careers' marketing event, guidance and mentors.
 - Mentoring and nurturing via senior leaders and peer mentors.
 - Additional Maths and English interventions with targeted pupils in Years 7 – 9 through the Numeracy Champions and the Read Wise initiative.
- With the financial difficulties some families are facing we:
 - Provide pupils with laptops to ensure they have IT access at home. Laptops are imaged so that they complement the learning strategy at school. This includes Teams, OneNote, Office Lens etc. In addition, IT technical support is prioritised so that any IT issues and challenges are dealt with immediately.
 - Welfare calls are made each day by the Heads of Years to ensure all pupils are safeguarded. Food vouchers and food packs are provided to pupils who are on FSM and require further support.
 - Trips are subsidised, ensuring pupils of all financial backgrounds can experience various learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	Learning missed due to disruption caused by COVID -19.
2	Affordability of learning materials, resources and access to activities. 22% of pupils are living within the bottom 30% of deprived areas nationally.
3	Poor Literacy and Numeracy skills: <ul style="list-style-type: none"> • 27% of disadvantaged Y7s have KS2 Reading scores below 100. • 27% of disadvantaged Y7s have KS2 Reading scores above 110. • 7% of disadvantaged Y7s have KS2 Maths scores below 100. • 47% of disadvantaged Y7s have KS2 Maths scores above 110. • 25% of disadvantaged Y8s have KS2 Reading scores below 100. • 15% of disadvantaged Y8s have KS2 Reading scores above 110. • 15% of disadvantaged Y8s have KS2 Maths scores below 100. • 25% of disadvantaged Y8s have KS2 Maths scores above 110. • 71% of disadvantaged Y9s have estimated KS2 Reading scores below EXS Mid. • 29% of disadvantaged Y9s have predicted KS2 Reading scores above EXS High • 43% of disadvantaged Y9s have predicted KS2 Maths scores below EXS Mid.

	<ul style="list-style-type: none"> • 57% of disadvantaged Y9s have predicted KS2 Maths scores above EXS High. • 67% of disadvantaged Y10s have predicted KS2 Reading scores below EXS Mid. • 33% of disadvantaged Y10s have predicted KS2 Reading scores above EXS High • 64% of disadvantaged Y10s have predicted KS2 Maths scores below EXS Mid. • 36% of disadvantaged Y10s have predicted KS2 Maths scores above EXS High. • 26% of disadvantaged Y11s have KS2 Reading scores below 100. • 22% of disadvantaged Y11s have KS2 Reading scores above 110. • 19% of disadvantaged Y11s have KS2 Maths scores below 100. • 26% of disadvantaged Y11s have KS2 Maths scores above 110.
5	Pupils have inadequate provision to support online learning at home
6	Low attendance to school.
7	Parental engagement and attendance are a continued focus for disadvantaged pupils. Our attendance to online/ face to face parents' meetings and other meetings such as performance review meetings are significantly lower in comparison to non-disadvantaged pupils.
8	Lower levels of aspirations in determining their future for learning, next steps to further their education and career aspirations. This is evident from our conversations and surveys for pupils and families.
9	Our assessments including the Warwick Edinburgh ads also the MS Reflect Application, the annual Pupil Passport Meetings, pupil surveys, observations and discussions with pupils and families have identified social, personal and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/ prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils.

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
Maximise the % of pupils from disadvantaged backgrounds who achieve a 'strong pass' or at least a 'standard pass' in English and Maths. Nationally, only around a third of such students achieve a 'standard pass' and a quarter achieve a 'strong pass' at GCSE in both English and Maths.	70% of disadvantaged pupils achieve Grade 5 in both English and Maths.
Maximise the progress of pupils from disadvantaged backgrounds in Progress 8.	Disadvantaged pupils leave TIBHS with a Progress 8 score of 1.44.

Nationally, the Progress 8 score for disadvantaged pupils is approximately -0.45.	
Maximise the attainment of pupils from disadvantaged backgrounds in Attainment 8. Nationally, the Attainment 8 score for disadvantaged pupils is approximately 36.7.	Disadvantaged pupils leave TIBHS with an Attainment 8 score of 61.23
Maximise the % of pupils from disadvantaged backgrounds who participate fully in the subjects needed for the English Baccalaureate and who go on to achieve the English Baccalaureate. Nationally, fewer than 10% of such pupils achieve the English Baccalaureate.	Disadvantaged pupils achieve an average point score of 5.43 in the English Baccalaureate. 100% of pupils o study the English Baccalaureate.
Maximise the % of pupils from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11.	Over 95% of disadvantaged pupils go on to further their study after Year 11.

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.

Our strategy is based on evidence from research by organisations such as the Education Endowment Foundation (EEF). This includes key principles such as:

- Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.
- Focusing on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation
- Selecting approaches based on strong external evidence.

The school adopted the four steps to an effective Pupil Premium Strategy, recommended by the EEF.

1. Diagnosing Pupils' Needs.
2. Using strong evidence to support the strategy.
3. Implementing the strategy –focusing considerably on execution
4. Monitoring and evaluating the strategy

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English, Maths and Science teachers. Enable disadvantaged pupils to 'close the gap' in their performance in English, Mathematics and Science. Intervention sessions delivered to enable all pupils to aspire to reach their targeted grades. Targeted intervention is offered to all pupils where	Additional English, Maths and Science teachers provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged. EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'. Targeted intervention is offered by the class teacher wherever possible to promote consistency.	1, 2, 3

there is a gap in their learning.		
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	3
Sparx Software Enable disadvantaged pupils to 'close the gap' in their performance in English and Mathematics.	Regular monitoring and follow up pupils who require additional support and intervention. Increased communication with pupils to understand and reduce any barriers to learning.	1, 2, 3, 4, 7, 8
Enable disadvantaged pupils to 'close the gap' in their performance in EBacc subjects.	Clear reporting of homework to understand where there is incomplete work and stage intervention where this is not completed. All pupils are entered for the EBACC subjects.	1, 2, 3, 4, 5, 6
Software including Century AI, Britannica, Minecraft, Reading Wise and Sparx. Enable disadvantaged pupils to 'close the gap' in all subjects through online learning and support.	Access to software allows pupils better resources to develop their skills across all subjects. Regular monitoring of pupils who have accessed the online resources provided. Increased understanding of literacy taught in an innovative way for the pupils.	1, 2, 3, 4, 7, 8
Maths Circle -Timetable Rockstar for Year 7 pupils Improve basic numeracy In Year 7 pupils.	Access to software allows pupils better resources to develop numeracy skills. Increased understanding of numeracy taught in an innovative way for the pupils.	1, 2, 3, 4, 7, 8

Improve basic literacy In Year 7 pupils.	Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject.	1, 2, 3, 4, 7, 8
<p>Reading material including the STAR Readers and the Accelerated Readers Programme</p> <p>Improve the reading ages of all pupils</p> <p>NGRT Reading Tests for all pupils.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>As part of this, the school will enhance reading (reading tests, bedrock, star readers).</p> <p>Access to software allows pupils better resources to develop literacy skills.</p> <p>Regular monitoring of pupils who have accessed the online resources provided to ensure equal access for all pupils.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance.</p>	1, 2, 3
<p>Read Aloud time</p> <p>Targeted reading recovery programme on a weekly basis delivered by Year 10 mentors and staff.</p>	<p>Improving the reading ages of the pupils to remove the barrier of not accessing the curriculum due to reading ages.</p> <p>Reading comprehension, comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong – Reading comprehension strategies EEF</p> <p>As part of this, the school will enhance reading (STAR reading tests.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance.</p>	1,2,3

Dedicated P/T Librarian appointed	<p>Coordinate the library provision to ensure that pupils are reading texts suited to their reading ages.</p> <p>Termly administration of STAR reading tests/NGRT.</p> <p>Coordinating Reading interventions.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance.</p> <p>EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong – Reading comprehension strategies EEF</p> <p>Reading comprehension, comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA English/Maths</p> <p>Additional specialist learning support assistants provide disadvantaged pupils with learning difficulties targeted support in accessing and adapting the curriculum.</p> <p>Weekly intervention delivered in both</p>	<p>Additional teaching and learning assistants provide disadvantaged pupils with learning difficulties targeted support in accessing and adapting the curriculum. They also enhance one-to-one and small group targeted tuition for learners to close well defined curriculum gaps. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p>	1, 2, 3

<p>subjects and 1:1 support.</p> <p>LSA's are deployed to all Teams and therefore online learning does not stop when pupils are isolating or working from home with absence.</p> <p>Enable disadvantaged pupils to 'close the gap' in their performance in English and Mathematics.</p>	<p>Evidence is good for LSAs providing targeted intervention</p> <p>LSS Interventions EEF (educationendowmentfoundation.org.uk).</p> <p>.</p>	
<p>After school Tuition and Saturday School Tuition by Alumni</p>	<p>After school and Saturday School Intervention provides small group and one to one tuition – delivered by ex-students who have done extremely well in GCSE and A level academia within the subject with the additional advantage of recently having sat exams themselves in the recent past.</p> <p>The tuition would also consider the EEF toolkit. One to one tuition EEF (educationendowmentfoundation.org.uk) and small group tuition EEF (educationendowmentfoundation.org.uk). which include effective approaches to implementing tuition.</p>	<p>1,2,3</p>
<p>Performance Review Meetings/ Pupil Passport Meetings - Year 7 - 11</p> <p>Performance review and pupil passport meetings held with pupils in Year 7-11 with SLT.</p>	<p>Half termly performance related conversations delivered between senior leaders and parents of pupils from disadvantaged pupils who are underperforming, addressing any gaps in learning and using QLA's to plug the gaps.</p> <p>The PRM meetings also strengthen the home school support and we know from our meeting records that pupils from disadvantaged backgrounds have more absences regarding parental meetings</p>	<p>1, 2, 3, 6</p>

	<p>and a lower level of parental engagement.</p> <p>Through conducting 1 to 1 pupil meetings, this increases communication with pupils to understand and reduce any barriers to learning and put personalised strategies into action.</p>	
<p>SLT/Pastoral review meetings- Focussing on Attendance, Behaviour and Safeguarding.</p> <p>Pastoral meetings with a foci on nurturing and mentoring, between senior leaders and mentors and pupils from disadvantaged backgrounds who are underperforming.</p>	<p>Increased communication with pupils to understand and reduce any barriers to learning.</p> <p>Increasing attendance and establishing positive behaviour norms and expectations in schools will support positive pupil progress, with more focus in lessons.</p>	1, 2, 3, 5, 6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careers and Enterprise</p> <p>Raise aspirations and ambition in disadvantaged pupils.</p>	Increased awareness of opportunities available to pupils to encourage aspirations.	1, 2, 3,
<p>Laptop Provision</p> <p>Enable pupils to access the curriculum fully. All school devices were imaged so that they</p>	Ensuring all pupils have access to a laptop and therefore learning is not disrupted due to absence and to ensure the many IT platforms are used for supporting learning with homework e.g. Sparx. All laptops are imaged so they are compatible with the Teaching and Learning.	1, 2, 3, 4, 7, 8

were compatible with the Teaching and Learning in School (use of MS tools).	Research by Newcastle University on poverty proofing the school day will also support our strategy. It confirms that there is evidence of increased attendance and attainment of disadvantaged pupils because of removing barriers to learning and poverty proofing the school day.	
Uniform cost aid Enable pupils to access the curriculum fully.	Correct uniform is essential in the school code of conduct, and financial barriers	1, 2, 3, 5
Educational Visits subsidy	All pupils enjoy and learn from opportunities outside the classroom including trips and visits.	1, 2, 3, 4, 5, 6, 7, 8
Free Breakfast Enable pupils to access the curriculum fully with a nutritional start to the day	Breakfast is an important meal to start the day and is essential to ensure pupils start the day in the right frame of mind.	1, 2, 3, 5
Provision of transport for vulnerable children	Ensure all vulnerable children attend school, removing financial and logistical barriers. EEF guide to Pupil Premium relates 'non-academic challenges' to success in school – including attendance, behaviour and social and emotional support. With the impact of COVID-19, it is vital that the school removes any financial, social and emotional barriers to learning.	1, 2, 3, 5, 6
Educational resources and equipment Enable pupils to access the curriculum fully.	The correct equipment is essential to effective learning and financial barriers to this need to be eliminated. IT resources including licences were purchased to support synchronous and asynchronous teaching including Sparx, Languagenut, Reading Wise.	1, 2, 3, 4, 5, 6, 7, 8
Staff training To ensure staff are fully trained in safeguarding and ensuring all pupils' needs are met.	Regular CPD and training sessions to ensure staff are fully aware of their responsibilities and roles. EEF guide to Pupil Premium relates 'non-academic challenges' to success in school – including attendance, behaviour and social and emotional support. With the impact of COVID-19, it is vital that the school removes any	1, 2, 3

	<p>financial, social and emotional barriers to learning.</p> <p>Regular mentoring of key pupils will have an impact on improving attitudes towards learning and achievement, particularly with disadvantaged pupils.</p>	
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Total budgeted cost: £205,000

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 2022 to 2023 academic year.

The school has achieved the following outcomes with pupils from disadvantaged backgrounds:

Disadvantaged Breakdown							
Headline GCSE measures for PP (disadvantaged students) over time							
Year	2023	2022	2021	2020	2019	2018	2017
Progress 8	1.44	1.46	2.02	1.62	0.5	0.95	1.3
Attainment 8	61.26	63.98	63.58	60.9	53.4	53.3	53.9
Eng & Ma 5+	83.1%	89%	80%	82%	58%	65%	53%
Eng & Ma 4+	94.4%	89%	100%	82%	74%	82%	93%
EBacc Entered	100%	96%	100%	94%	79%	94%	73%
EBacc Strong Pass	36.6%	43%	35%	65%	26%	24%	48%
EBacc Standard Pass	57.7%	68%	75%	47%	47%	41%	48%
EBacc APS	5.43	5.77	5.90	5.77	4.61	4.72	n/a

Pupil Premium allows us to focus our resources more effectively on those pupils who are most likely to fail to achieve due to their socio-economic background.

In particular, this has led to the school achieving outstanding progress for its pupils who come from disadvantaged backgrounds. TIBHS is one of the best schools in the country for results by pupils from disadvantaged backgrounds and with low prior achievement from primary school.

In 2023, 94.4% of disadvantaged pupils achieved 9-4 and 83.1% achieved 9-5 in English and Maths. They had an estimated Progress 8 score of 1.44.

In 2022, 89.3% of disadvantaged pupils achieved 9-4 and 89.3% achieved 9-5 in English and Maths. They had an estimated Progress 8 score of 0.64 excluding early entries. If early entries are included, the estimated Progress 8 score would be 1.46.

In 2021, according to teacher-assessed grades because of the cancellation of exams, 100% of disadvantaged pupils achieved 9-4 and 80% achieved 9-5 in English and Maths and they had an estimated Progress 8 score of +2.02.

In 2020, according to teacher predictions because of the cancellation of exams, 82% of disadvantaged pupils achieved 9-4 and 82% achieved 9-5 in English and Maths and

they had an estimated Progress 8 score of +1.62.

In 2019, 74% of disadvantaged pupils achieved 9-4 and 58% achieved 9-5 in English and Maths, with a Progress 8 score of +0.40.

In 2018, 82% of disadvantaged pupils achieved 9-4 and 65% achieved 9-5 in English and Maths with a Progress 8 score of +0.95.

In 2017, 93% of disadvantaged pupils achieved 9-4 in English and Maths and 53% of the cohort achieved 9-5 in English and Maths and they had a Progress 8 score of +1.08.

Pupils from disadvantaged backgrounds make outstanding progress at the school.

In 2017, 93% of disadvantaged pupils achieved grades 9-4 and 53% achieved grades 9-5 in English and Maths.

In 2018, 82% of pupils from disadvantaged backgrounds achieved 9-4, and 65% achieved 9-5, in English and Maths.

In 2019, 74% of pupils from disadvantaged backgrounds achieved 9-4, and 58% achieved 9-5.

In 2020, according to teacher predictions because of the cancellation of exams, 82% of disadvantaged pupils achieved 9-4 and 82% achieved 9-5 in English and Maths.

In 2021, according to teacher-assessed grades because of the cancellation of exams, 100% of disadvantaged pupils achieved 9-4 and 80% achieved 9-5 in English and Maths.

In 2022, 89.3% of disadvantaged pupils achieved 9-4 and 89.3% achieved 9-5 in English and Maths.

In 2023, 94.4% of disadvantaged pupils achieved 9-4 and 83.1% achieved 9-5 in English and Maths.

In 2023, 36.6% achieved a strong EBacc and 57.7% achieved the standard EBacc.

In 2022, 42.9% achieved a strong EBacc and 67.9% achieved the standard EBacc. This is including the early entries. Due to early entries not being counted in the performance measures, the EBacc % will be 0%

In 2021, according to teacher-assessed grades because of the cancellation of exams, 35% achieved the English Baccalaureate –assuming a grade ‘5’ is needed in all subjects –and the average E Bacc grade was 5.9.

In 2020, 94% of disadvantaged pupils entered the English Baccalaureate, with 47.1% achieving the measure (based on needing 9-5 in each subject) and an average score of 5.8.

In 2019, 79% of disadvantaged pupils entered the English Baccalaureate, with 26% achieving the measure (based on needing 9-5 in each subject) and an average point score of 4.61.

In 2018, 94% of disadvantaged pupils entered the English Baccalaureate, with 23.5% achieving the measure.

In 2017, 73% of disadvantaged pupils entered the English Baccalaureate, with 46.7% achieving the measure.

Nationally, around a tenth of such pupils achieve the E Bacc measure.

The Progress 8 score for disadvantaged pupils in 2023 is an estimated 1.44

The Progress 8 score for disadvantaged pupils in 2022 is an estimated 1.46 with early entries and 0.64 without early entries.

The Progress 8 score for disadvantaged pupils in 2021, according to teacher-assessed grades because of the cancellation of exams, was +2.02, likely to be ranked very high in the country in a normal year.

The Progress 8 score for disadvantaged pupils for 2020, according to teacher predictions because of the cancellation of exams, was +1.62, likely to be ranked amongst the highest in the country.

In 2019, the 'Progress 8' score for disadvantaged pupils was +0.4.

In 2018, the 'Progress 8' score for disadvantaged pupils was +0.95

In 2017, the 'Progress 8' score for disadvantaged pupils was +1.3

Over 80% of learners from disadvantaged backgrounds make at least one grade average progress in English.

In 2023, the Progress 8 score for disadvantaged pupils in English was estimated at +1.40

In 2022, the Progress 8 score for disadvantaged pupils in English was +1.04

In 2021, according to teacher-assessed grades because of the cancellation of exams, the 'Progress 8' Score for disadvantaged pupils in English was +2.02.

In 2020, according of teacher predictions because of the cancellation of exams, the 'Progress 8' score for disadvantaged pupils in English was +1.62.

In 2019, the 'Progress 8' score for disadvantaged pupils in English was +0.17

In 2018, the 'Progress 8' score for disadvantaged pupils in English was +0.72

In 2017, the 'Progress 8' score for disadvantaged pupils in English was +1.08

Over 90% of learners from disadvantaged backgrounds make almost two grades progress in Maths.

In 2023, the Progress 8 score for disadvantaged pupils in Maths was estimated at +1.63

In 2022, the Progress 8 score for disadvantaged pupils in Maths was +1.85

In 2021, according of teacher-assessed grades because of the cancellation of exams, the 'Progress 8' score for disadvantaged pupils in Maths was +1.91.

In 2020, according of teacher predictions because of the cancellation of exams, the 'Progress 8' score for disadvantaged pupils in Maths was +1.91.

In 2019, the 'Progress 8' score for disadvantaged pupils in Maths was +0.68 In 2018, the 'Progress 8' score for disadvantaged pupils in Maths was +0.72 In 2017, the 'Progress 8' score for disadvantaged pupils in Maths was +1.16

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
Sparx	Sparx Maths
Reading Wise	Ed Tech Impact
Accelerated Reader	Renaissance
Minecraft	Minecraft
Timetable Rockstars	TT Rockstars
SISRA	Juniper Education Services
LanguageNut	All Languages

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. In-school strategies include regular briefings, curriculum guidance events for parents and pupils, revision guidance events and booklets and use of virtual learning platforms to continue dialogue with learners beyond the school day.
- utilising support from our local Mental Health Support Team and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. A Mental Health Lead has been established in school.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award, National Citizens Service, Star Citizen Award, Combined Cadet Force, Scouts), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.