Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	King's Academy Prospect
Number of pupils in school	1012
Proportion (%) of pupil premium eligible pupils	33.50%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	June 2022
Date on which it will be reviewed	June 2024
Statement authorised by	Mary Morris
Pupil premium lead Recovery premium lead	Rob Gerrard Sue McCavish
Governor / Trustee lead	Christine Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,170
Recovery premium funding allocation this academic year School Led Tutoring funding allocation this academic year	£50,750 £44808
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	£452,728

Part A: Pupil premium strategy plan

Statement of intent

Nationally, there is a gap between the outcomes and attainment of students who are poorer than their peers. This disadvantage starts at birth, and by the time students reach secondary school, the gap in attainment is typically more than two years. In April 2011, the government introduced a Pupil Premium Grant, which provided additional funding to schools where students faced additional material, social and cultural disadvantage. King's Academy Prospect uses this money in a variety of ways to 'narrow the gap' between disadvantaged students and their peers.

Our mission is to ensure that there is no significant difference in school experience for disadvantaged students and where possible these students are prioritised through classroom strategies and allocation of resources. The overriding aim is to reduce the attainment gap between disadvantaged students and their peers by taking a holistic view of each individual child's needs whilst raising attainment overall.

At King's Academy Prospect we believe in equity; we recognise that some disadvantaged students need more support than others and we aim to use the Pupil Premium to give everyone what they need to be successful, rather than treating all students equally. We place teaching and learning at the forefront of our efforts to close the attainment and progress gap between disadvantaged and non-disadvantaged students.

''Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all of their resources (not just the Pupil Premium) on proven ways of improving teaching.'' EEF 2017.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all teaching staff know who their disadvantaged pupils are and are aware of strengths and areas for improvement across the school.

Overriding principles and objectives

- The profile of disadvantaged students must be high for all staff and well understood Staff can recognise where additional support may be needed and direct accordingly
- High aspirations are crucial. Being disadvantaged does not mean that students are not able
- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all students
- Some disadvantaged students need to make better progress than non-disadvantaged students, due to their start point being further behind

- We listen to and respond accordingly to student and parental voice
- We provide mental health and emotional wellbeing support.
- Parental engagement is crucial.
- We ensure the progress of these students is at the forefront of our planning and delivery of learning activities both in and outside of the classroom
- The progress of all students, from their starting points, is monitored after each assessment and reporting point but there will be particular emphasis on disadvantaged students and particularly those who are more able.

How we prioritise the Pupil Premium:

- A focus on attendance and punctuality
- High quality pastoral support and guidance
- A rich and balanced curriculum for all students
- CPD for teaching and support staff
- Quality first teaching and effective assessment
- A focus on literacy to enable all students to make good progress in all subjects
- Provision of additional intervention and resources where appropriate
- Extra-curricular activities, including educational visits and school trips to enhance cultural capital
- Effective home-school partnership

Based on research and best practice in other schools, we use the funding in a number of ways to support our disadvantaged students. While doing this we remember that not all students who qualify for the Pupil Premium Grant are socially disadvantaged and not all socially disadvantaged students qualify or are registered for the Pupil Premium Grant. We therefore focus on the needs and levels of progress of all students as well as those who are eligible for it.

In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of disadvantaged and non-disadvantaged students. Some examples of strategies that have been aimed at those entitled to the PPG are financial contribution towards uniform costs, providing a free breakfast, purchasing revision materials, aiding work experience, running intervention sessions, a laptop loaning scheme and a residential revision programme.

Measuring Impact

At King's Academy Prospect we take a holistic approach to assessing the success of our programmes as well as rigorous analysis of academic support, determining whether student success can be attributed to a range of factors in place to support them, such as, high quality teaching, mentoring, small group interventions, home visits, parental contact, extra-curricular etc. Where many provisions are in place for individual students, it can be challenging, given the complexity of the overlapping nature of any individual's provision, to pinpoint which provisions have had the most success. We actively monitor the academic progress of disadvantaged students through separate data analysis after data Reporting Points and we discuss their progress with Heads of Faculty/Department and Progress. Disadvantaged students' attendance at school events and extra-curricular is tracked and monitored too. We are aware of the long-term impact and effects of the pandemic, both academically and pastorally on all our

students, but we prioritize our disadvantaged students for identification and support to ensure they 'catch up'

Aim	Target	Target date
Progress 8	0.21	June 2022
Attainment 8	38.08	June 2022
Percentage of Grade 5+ in English and maths	34.7%	June 2022
Ebacc entry	25.3%	June 2022

Challenges

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

Challenge number	Detail of challenge
1	Attendance: 2018/19. Disadvantaged pupils' attendance 84% v 92.0% for their non-disadvantaged peers.
2	Low aspirations and/or attitudes to learning, which may mask ability/potential in some cases and mean that some disadvantaged students coast or settle for 'okay' or lead to higher levels of disengagement than their non disadvantaged peers.
3	Disadvantaged students' progress not being in line with non-disadvantaged students' progress.
4	Inherited KS2 performance, especially in core subjects and low levels of literacy at start of Year 7 as a starting point.
5	Low cultural and education capital. This can limit some students' ability to access higher level learning and/or maintain resilience with more challenging work.
6	Lower levels of engagement and support from families of disadvantaged students, for example at parent consultation meetings and Academic Review Days.

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
1 To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos	Teachers, support staff, students and families are all aware of this strategy plan for disadvantaged students. Teachers and support staff are all engaged in activities listed below to support its successful implementation in the school.
2 To improve attendance and resilience for disadvantaged students	Attendance to be at least in line with or above national and local averages for disadvantaged students and with non-

and reduce the numbers for persistent absence	disadvantaged students in the school. Gaps are recognised, addressed and closed by key members of staff. Attendance action plan and strategy focused on disadvantaged students showing positive impact.
3 To improve/raise aspiration for disadvantaged students	Disadvantaged students behaviour is in line with non-disadvantaged students and achievements are recognised and rewarded through a well-planned rewards strategy that starts in the classroom. Achievement and reward are used positively. Number of exclusions (FTE/PE) for disadvantaged students in line with or below national average for all pupils. A similar proportion of disadvantaged to non-disadvantaged Year 11 students continue to sixth form. Zero NEET disadvantaged students. All students to have careers meetings and final destinations.
4 To deliver a curriculum with intent that meets the needs of our students, providing a range of aspirational pathways, whether vocational or academic	A full and balanced curriculum is in place for all students in all Key Stages, which includes EBACC entry for all* at Key Stage 4 *(*with some exceptions)*
5 To raise achievement for disadvantaged students through a sharp focus on "Quality First Teaching	All students will experience quality first teaching in every lesson. This is achieved through our Teaching and Learning Strategy: consistent application of our Lesson framework and relentless routines, effective and timely CPD (Walkthrus) and monitored through DDIs (Developmental Drop-Ins) and DDDs. (Department Deep Dives)
6 To improve the reading and spelling ages of disadvantaged students so that the gap between them and their chronological age is in line with or less than non-disadvantaged students.	Reading and spelling age data (tested 3 times a year) will show that there is no gap between disadvantaged and non-disadvantaged students.
7 To close the gap between non-disadvantaged students and disadvantaged students in meeting their FFT20 targets and in Progress 8 and Attainment 8 key performance indicators.	Disadvantaged and non-disadvantaged students have the same progress scores against FFT20. See targets above.
8 Disadvantaged students have access to a wide range of extra-curricular activities and enrichment experiences both inside and out of school	Participation of disadvantaged students in enrichment and extra-curricular activities is higher than or at least in line with non-disadvantaged students. Any disadvantaged student will be supported with costs towards extra-curricular activities where a need is identified.

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: £199,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The profile of disadvantaged students remains high in school.	EEF - Pupil Premium Guidance SEND Code of Practice Special Educational Needs in Mainstream Schools | EEF Key points • Data available in SIMs and ClassCharts regarding all disadvantaged students by prior attainment and additional needs. • Training and induction provided so that all staff understand our ways of working with disadvantaged students and the importance of understanding individual students' needs. • Focus on disadvantaged students with high prior attainment and/or SEND.	1,2,3
All students are following a curriculum that meets their needs and provides aspirational routes to success.	EEF - Impact of COVID 19 on pupil attainment EEF - Pupil Premium Guidance Key Points • Pathways programme in Years 7&8 Regular reviews of students on each pathway to ensure that disadvantaged students are represented according to potential ability, and have aspirational role models in all their classes. • Alternative routes at KS4. Provision of both academic and vocational pathways to ensure that all students have a route that will enable them to be successful. • Analysis of students on each pathway to ensure that disadvantaged students are appropriately represented on all pathways.	1,2,3

	• Comprehensive Level 2 and 3 year 6th form offer.	

Continued teacher development and monitoring of quality first teaching through the CPD programme, including Walkthrus and NPQs	Research School - Effective CPD
	EEF - Pupil Premium Guidance
	EPI - High Quality Professional Development
	EEF - Effective CPD Characteristics
	EEF - Metacognition Report
	EEF - Guidance Report Effective CPD
	Metacognition and Self-regulated Learning EEF
	EEF - Impact of COVID 19 on pupil attainment
	WalkThrus
	National professional qualifications (NPQs)
	
	Key points
	• EEF guide to pupil premium – tiered approach. Quality first teaching is top priority.
	• Developing key strategies to improve teaching, learning and progress over time of all students, including disadvantaged students. Supported by research.
	  o Personalised and formative feedback. (EEF, Hattie, Dylan Williams)
	  o Reading comprehension. (Sutton, EEF)
	  o Meta-cognition. (EEF, Hattie)
	  o Mastery learning in core subjects. (EEF, Hattie)
	  o Maths Mastery through BBO Maths Hub.
	  o Teacher development regarding literacy and numeracy across the curriculum.
	  o Improve teacher understanding of metacognition and how this can improve quality of teaching and learning.
	  o Activate prior learning – retrieval practice / quizzes / visual aids / discussions – bringing crucial information to the working memory and assimilate new information. (Baddely, 2003).
	  o Regular retrieval practice in every lesson leads to greater retention. (Roediger and Butler).
	  o Cognitive load theory – working memory and maximising learning.
		2,3,4

	• o Improvement in achievement and retention of knowledge in students. (Marzano, Gaddy and Dean 2000). • Staff CPD a priority to ensure high quality teaching and learning and that staff feel supported and empowered.	
A continued focus on reducing differences across the curriculum and different year groups and improving the literacy skills of students (reading and spelling ages)	Catch-up premium: coronavirus (COVID-19) - GOV.UK . EEF - Pupil Premium Guidance Improving Literacy in Secondary Schools	EEF Assessment and feedback	EEF PotentialForSuccess Key points • Reading and spelling ages for all years (7-11) tested 3 times a year to determine what level of support to put in place and monitor and evaluate impact of interventions. • Tutor Reading Programme for all students. • GL assessment package for Key Stage 3. CAT4 and progress testing in core subjects to establish baseline using external testing, identify gaps in knowledge, plan interventions and measure progress. • Forensic analysis after each reporting point across the curriculum to ensure that under performance is addressed in all year groups and subject areas. This feeds into Department RAAPs and development plans and HOPs raising standards trackers.	3, 4, 5
Funding is available for staff to buy resources and equipment for disadvantaged students, including revision guides	EEF - Pupil Premium Guidance Ebbinghaus's Forgetting Curve - Learning Skills Baddeley's Model of Working Memory - an overview Literacy Trust Research Against The Odds - Social Mobility Report Research to support the most academically able disadvantaged students Key points • Teacher Premium fund ring-fenced in order that individual departments/teachers to have access to resources that support QFT for disadvantaged students.	3, 4, 5

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

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Support – Intervention teachers in English and maths	Using pupil premium	EEF DfE's catch-up premium guidance Sutton Trust - Potential of Higher Attaining Learners Mentoring Small Group Tuition Key points • Prioritising Key Stage 4 disadvantaged students not predicted to achieve FFT20 in English and maths. • Intervention teachers to have QTS/experience of work with students.	2,3,4
English and Maths Academic Mentor	Mentoring One-One Tuition Small Group Tuition National Tutoring Programme Key points • Prioritising Key Stage 3 disadvantaged students not predicted to achieve FFT20 in English and maths. • Tuition and small group teaching has greater impact when linked directly with what they students are learning in their key lessons. • Department mentors assigned to Academic Mentors to support with lesson planning and delivery and monitoring impact.	2,3,4
Academic Support – Lesson 6 all subjects	DfE's catch-up premium guidance Key points • Support identified and intervention pro-	2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	vided by subject teachers, prioritising disadvantaged students during lesson 6.	
Use of NTP online tutoring Packages	One to one tuition	EEF Small group tuition	EEF DfE's catch-up premium guidance EEF - Guidance Report - Metacognition Key points • 1-2-1 or groups of 1-3 targeted intervention in English and maths. • Key Stage 4 students. • Focus on disadvantaged and higher prior attainment students.	2,3,4
Use of online intervention packages to support literacy and numeracy	Improving Literacy in Secondary Schools Mathematics in Key Stages 2 and 3	EEF Mathematics	EEF Science	EEF Key points • Lexia – Key Stage 3 and 4 literacy Tutor time, wellbeing lessons. Intervention for students in Years 7-11 in bottom 20% of reading ages. • Sparx – Key Stage 3 and 4 maths for all students as homework, focus on completion by disadvantaged students. • Seneca – Key Stage 3 and 4 science for all students as homework, focus on completion by disadvantaged students.	3,4,6

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

Budgeted cost: £ *98,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of work with families and students to (a) improve rates of attendance of disadvantaged students	Attendance interventions rapid evidence assessment	EEF Parental engagement	EEF Key points • Attendance strategy meetings and updates. Attendance Lead, EWO, PP lead, Heads of Progress.	1,2,6

(b) reduce rates of persistent absence among disadvantaged students
(c) improve resilience and positive mental health for disadvantaged students
	• Attendance Review Meeting with Heads of Progress.
	• Staff briefing/updates – praise positive year groups/houses/form groups.
	• Assembly/Tutor Time. Promote positive attendance.
	• Year Group progress meetings.
	   o Identify KM students whose tutors need to be calling/challenging/building relationship with home.
	   o Tutors are accountable for attendance in their form.
	   o KM Students called first, even if parent has called in. Robust conversations.
	• Frequent Communication with home.
	   o Attendance letter sent home at the start of each team.
	   o Attendance reminder in weekly HT Letter
	   o Attendance celebrated in #PrideinProspect
	   o Attendance is crucial to success.
	• Celebrations.
	   o Using the existing rewards system (R4 100% attendance half termly) for individuals and form groups.
	   o Also 'most improved'.
	• Heads of House/Key Stage Leaders one-on-one conversations. Initially all students below 95%, then KMs. (92-95%)	

Aspiration and engagement is embedded across the curriculum for all students and there is a positive climate for behaviour and learning.	Mentoring Improving Behaviour in Schools | EEF Key Points • Some pupils from disadvantaged backgrounds show low engagement with or have low expectations of education. • Explicit teaching of positive behaviour includes simple approaches and regular routine. • Targeted approaches for individual students. • Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. • Students are allocated careers appointments for post-16 transition and guidance with mentors. • Inclusion staff work with any students vulnerable to NEET. • Disadvantaged students supported with college, apprenticeships and UCAS applications and interviews.	2,3,4,6

	• Further develop ways to raise aspiration on an individual basis eg:
	   o Student leadership and peer coaching.
	   o Work experience.
	   o University/college visits.
	   o Visiting speakers/mentors.
	   o External mentoring groups.	

Improved parental engagement in learning and progress of students.	Parental engagement	EEF New guide for schools to support their pupil premium strategy	 Using Digital Technology to Improve Learning Key points • 3 opportunities each year to meet with tutor at Academic Review Day as well as subject consultations. • KS3 and 4 information booklets and evenings. • Online programmes to support independent learning at home, including Sparx and Seneca. • Laptop lending scheme. • Key Stage 3 and 4 progress managers (non teaching) to support parental involvement in academic interventions as well as emotional/pastoral support.	3,4,6
All students can access and benefit from opportunities for enrichment of social and cultural capital	Literacy Trust Research Against The Odds - Social Mobility Report Social and emotional learning	EEF Research to understand successful approaches to supporting the most academically able disadvantaged pupils School inspection update: education inspection framework January 2019 Special Edition Physical activity	EEF Outdoor adventure learning	EEF Key Points • Interventions which focus on improving social interaction tend to be more successful than those focusing on personal and academic outcomes or those aimed at preventing problematic behaviour. • EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. • Learning is contextualised in concrete experiences and language rich environments.	2,3,4,5,6

	- Extra-curricular and enrichment activities offer students a context for learning and a stimulus to trigger their interest which can be evidenced in lessons, students' work and progress tracking. - Disadvantaged students must not be limited in their learning or progress due to a lack of technology at home. - All students must have access to a range of experiences, including disadvantaged students. Financial support offered is bespoke for individual students based on identified needs. Experiences may include - - School clubs and enrichment activities: academic, sport, arts and social so that students feel part of the community but also have shared experiences at different levels. - Extra- and super-curricular activities - Attendance support – regular attendance increases academic success but also community involvement. - Weekly aspirational assemblies and celebrations. - Trips and visits. - Free breakfast scheme. - Coachbright programme. - Tutor reading programme. - School Leadership. - Peer tutoring/coaching. - Laptop lending schemes.	

Total budgeted cost: £ *452000*

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 2020 to 2021 academic year

School overview

Metric	Data
School name	King's Academy Prospect
Pupils in school	1024
Proportion of disadvantaged pupils	39.6%
Pupil premium allocation this academic year	£334,250
Academic year or years covered by statement	2020/21
Publish date	July 2021
Review date	July 2022
Statement authorised by	Mary Morris
Pupil premium lead	Rob Gerrard
Governor lead	Christine Holland

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.10
Attainment 8	35.03
Percentage of Grade 5+ in English and maths	19.8%
Ebacc entry	23.2%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.01	June 2022
Attainment 8	42.82	June 2022
Percentage of Grade 5+ in English and maths	34%	June 2022
Ebacc entry	37.4%	June 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Quality First Teaching: CPD: questioning, challenge, academic literacy, book work Making Every Lesson Count – Durrington Research School Use of prior knowledge and learning and concept of learning over time (cognitive load theory) Core classroom strategies: o Priority seating. o Priority marking. o Priority questioning. o Priority Learning Conversations (with tutors and teachers). Supporting parents to help: Information Evenings, Curriculum Booklets and web pages
Priority 2	Reading Comprehension Strategies o Wider Key Skills pathways for lowest ability on arrival o Tutor Reading Programme o Accelerated reading raises reading age o Small group intervention for EAL students o Whole school focus on academic reading – DEAR o Reading lesson in year 7 and 8 once a week as part of English curriculum allocation o Lexia Catch Up
Barriers to learning these priorities address	Evidence that PP students have on average, lower Reading Age; which limits access to curriculum. Well planned and taught lessons that enable all students to make rapid progress.
Projected spending (PP funding only)	£95,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Intervention Teaching groups for targeted groups of students in Core Subjects
Priority 2	Intervention strategies for targeted groups of students o Ufton Court o Learning Mentors o Joshua Academy o Brilliant Club o Coach Bright o My Tutor

Barriers to learning these priorities address	Focus on English and Maths to ensure gap between disadvantaged and their peers is narrowed. Bespoke interventions for targeted groups of students focusing on wider curriculum areas; especially More Able and G&T
Projected spending (PP funding only)	£155,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Mastery Learning in Core Subjects ○ Cognitive Load Theory and memorisation techniques ○ Retrieval Practice in every lesson ○ Teacher development regarding literacy and numeracy across the curriculum ○ Worked examples ○ Peer tuition ○ Peer assessment and Self reflection ○ Maths Mastery through BBO Maths Hub ○ Science Learning Partnership with Kendrick School
Priority 2	Enrichment of Social and Cultural Capital ○ Academic, sporting, arts and social activities so that students feel part of the community but also have shared experiences at different levels. ○ Attendance support – regular attendance increases academic success but also community involvement. ○ House System. Weekly aspirational assemblies.
Barriers to learning these priorities address	Ensuring the curriculum provides a range of aspiration pathways and provide opportunities for the enrichment of social and cultural capital.
Projected spending (PP funding only)	£83,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	All teachers teaching high quality lessons	Developmental Drop-In process to ensure that all teachers are following lesson framework and using data to plan challenge and/or intervention to enable students to make rapid progress
Targeted support	Ensuring that the right students receive the right interventions	Forensic use of a range of data. Tegular testing using GLS Assessments. Heads of Progress know their students.

Wider strategies	Ensuring that interventions are worthwhile and have intended outcomes. That the school culture is one of aspiration and challenge for all.	Embedding a school culture that is one of aspiration and challenge for all.

Review: 2021/2021 strategy's aims and outcomes

Last academic year we participated in 3 monitoring visits by Ofsted and underwent a quality assurance review conducted by Kings Group Academies. We sought the views of parents and staff through questionnaires. Evidence of outcomes below can be found in the written feedback from these visits and activities.

Aim	Outcome
To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos	Appointment of AAHT as PP Champion. Additional features added on Class Charts to identify PP students. CPD training for all staff. Pupil voice through student leadership.
To improve attendance and resilience for disadvantaged students and reduce the number for persistent absence	Attendance improved significantly across the school for all students, especially disadvantaged students. Improvement notwithstanding COVID of about 6% in last 4 years, PA reduced by over 10%. During lockdowns weekly communication with students/parents via tutor and continuation of tutor time – assemblies and tutor reading programme.
To improve/raise aspiration for disadvantaged students	Culture of aspiration embedded in school ethos for all. Appointment of AAHT. Updated rewards and recognition processes, #PrideinProspect, The Brilliant Club, Coachbright, Student Leadership, school trip for each year group. Academic Review Days 3 times a year to improve parental engagement.-
To deliver a curriculum with intent that meets the needs of our students, providing a range of aspiration pathways, whether vocational or academic.	Move to 3 year KS3 to ensure breadth and depth for all and solid foundation for deeper learning at KS4 and beyond. Move to Microsoft Teams for online learning and a resource base for students.
To raise attainment for disadvantaged students through a sharp focus on Quality First Teaching	Completion of Making Every Lesson Count CPD programme for all teachers. DDI process in year 2 to monitor impact and consistency. Department Deep Dives established. Move to Heads of Faculty.
To close the gap between non-disadvantaged and disadvantaged students in both P8 and A8 KPIs	Exams were cancelled in 2021.TAGs system. A8 2021 Whole cohort 41.94/ PP 35.68 2020 Whole cohort 40.11/ PP 35.03 P8 2021 Whole cohort -0.02/ PP -0.20 2020 Whole cohort 0.09/ PP -0.10 *Data taken from Sisra collaboration, using 2019 data* Tutor Reading Programme. GL Assessment Package, reading and spelling ages tested 3 times in the year. Year 2 of the Tutor Reading Programme – extended to Year 11. Lexia programme established. Progress demonstrated in all year groups to close the gap between reading/spelling ages and chronological ages. Key Stage 3 and 4 progress manager roles to support

	Heads of Progress. Online tuition as part of the National Tutoring Programme. Academic Mentor in maths and English. Intervention teachers in English and maths. Evidence of positive impact of all programmes. Hegarty maths, Seneca for science to support independent learning, including during lockdowns and to cover absence. Purchase of revision books and other resources to support disadvantaged students in all subjects. Laptop provided to all students who needed one, including during lockdowns/absences.

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
The Brilliant Tutoring Programme Reading Scholars	The Brilliant Club Reading University The Brilliant Club
Peer to Peer Coaching Programme	CoachBright Peer-to-Peer Programme — CoachBright
My Tutor English and Maths GCSE online tutoring	My Tutor MyTutor
	Elevate
	Learning Performance

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

This Pupil Premium Strategy should be read together with the Recovery Funding Plan for 2021/2022 COVID-19-Recovery-Funding-KAP-2021-2022