Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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 (2021-22) of pupil premium had within our school.

School overview

Detail	Data
School name	The Becket School
Number of pupils in school	915 (Y7 to Y11) 1155 (Y7 to Y13)
Proportion (%) of pupil premium eligible pupils	16% (Y7 to Y11)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	21.12.22
Date on which it will be reviewed	December 2023
Statement authorised by	Paul Greig
Pupil premium lead	Chloe Quirk
Governor / Trustee lead	Allistair Solomonsez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,520

Part A: Pupil premium strategy plan

Statement of intent

At The Becket School we are very proud of our diverse intake. Students who attend The Becket School do so from all over the City of Nottingham and its surrounding suburbs; our catchment includes areas of high affluence, areas of deprivation, and everything in between. Our moral commitment to our whole community is that ALL students who attend our school have the same opportunity to flourish spiritually, morally, socially and academically. We recognise that in order to achieve this, we must focus and address some of the barriers and challenges faced by our disadvantaged students.

Our intention is to continue to develop a research-based strategy for improving the outcomes for disadvantaged students. We have taken the time to consult the academic literature and review the evidence in order to inform our approach. We have identified schools with successful outcomes for disadvantaged students and conducted an analysis of their strategies and pupil premium spending; we have also visited several of these schools to consult with their leadership teams and staff. Our approach has been heavily influenced by these reviews and has informed our whole-school approach which is underpinned by three core principles: 1) High Expectations 2) High Aspiration 3) Absolute Entitlement for ALL students irrespective of background. In particular, our intention is to ensure the following:

- ***Behaviour and Culture:*** Student are taught explicitly what good behaviour looks like and where adults expect impeccable behaviour regardless of a students' background. Where good habits are shaped and bad ones are challenged .
- ***Fluent Literacy and Numeracy:*** Students are enabled to be confident and fluent readers, writers and mathematicians. The basics are automatic and the foundations of academic success are in place; cognitive load is reduced. Students have access to a wide vocabulary.
- ***Ambitious Knowledge Curriculum:*** Students should be taught powerful and culturally rich knowledge that they might not otherwise access. It should increase their academic, social and moral success. Knowledge *is* power; it is what we think about and think with. The more we know - the better we can think.
- ***High Quality Instruction:*** Students should be helped to embed core knowledge in long-term memory by evidence-informed teachers proficient in subject knowledge. Students should be guided to core key subject skills and pushed to practise these frequently.
- ***Address Individual Barriers:*** Where financial, parental or other barriers exist, interventions should seek to remove these barriers.

The strategy described above therefore entails a mixture of whole-school approaches as well as small-group and individual interventions. The evidence we have seen suggests that many of the most effective strategies at reducing the Matthew Effect operate at a whole-school level (e.g. approaches to behaviour/culture, teaching and the curriculum) but that some disadvantaged students will need extra support in order to help them access (e.g. literacy, numeracy, or social/emotional) the learning and to accelerate their progress towards those aims.

We aim to ensure there is regular assessment of learning and early diagnostic assessment of need so that our interventions are proactive rather than reactive; we have moved away from the ineffective cycle of regular extra revision/intervention sessions for older students not making good progress towards GCSE outcomes and instead seek to support students much earlier in their time at our school.

Ultimately, our intention is that the impact of our approach is seen in students' academic outcomes (Progress 8, Maths/English basics, Ebacc entry/point score, reading habits) and their social/cultural/moral development (knowledge of the world around them, successful habits for life, self-control etc). Students know what we summarise our aspirations for them as people by our mantra rooted in Gospel Values (as articulated in the Beatitudes): *Work Hard. Be Loving. Do The Right Thing.*

Challenges

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

Challenge number	Detail of challenge
1	The **prior attainment of disadvantaged students in English and Maths** is generally lower than that of their peers in all year groups; this is a pattern observed across all year groups. This means the basic foundations for all academic subjects are generally less secure making the cumulative advantage ('Matthew Effect') of more advantaged students more likely to occur. In the Y9 to Y11 cohorts, disadvantaged students on entry to the school in Y7 were, on average, 2.3 points below their peers in their KS2 English GPS results. They were 3.6 points below their peers on their KS2 Reading results and 4.1 points below on their KS2 Maths results. In the Y7 and 8 cohorts, we have used CAT4 diagnostic assessments to identify that disadvantaged students on entry to the school score generally lower on verbal reasoning compared with their peers (average of 97.1 versus 103.3). Similarly, disadvantaged students generally score lower on number reasoning (96.5 vs 102.5).
2	The **reading ages and reading comprehension of disadvantaged students** on entry to the school are generally lower than their peers; this is a pattern

	observed across all year groups. As academic study develops, the need to be able read quickly, as well as process and analyse rich and complex tests becomes greater; there is also a greater need to acquire and understand a wide range of vocabulary. Disadvantaged students, on average, enter with reading ages almost one year below their actual age (-0.81); non-disadvantaged peers, in contrast, enter the school with reading ages in line/above their actual age (+0.06). Although the cohorts vary very slightly; this finding has been identified in all of our year groups on their entry to school.
3	Our data/observations suggest that ***some* students from disadvantaged backgrounds are less likely than their peers to have consolidated the successful habits required for academic learning** and/or soft skills helpful for life/work; for example self-control, fairness, attention, punctuality, being organised , meeting deadlines , adherence to rules etc. In most year groups, a very small number of students account for a large proportion of the negative points in the whole year group; for example (e.g. 5 students in one year group account for 21% of all the behaviour points in the year group). Students from disadvantaged backgrounds are slightly overrepresented in external/internal exclusion as well; for example, of the 20 students excluded at some point last academic year, 25% (5) of the students were from disadvantaged backgrounds (higher than the 16% proportion of disadvantaged students in the wider student body).
4	Our **attendance** data over the last 5 years indicates that attendance among disadvantaged students has been between 1.57 to 2.92% lower than for non-disadvantaged students. 15.47% of disadvantaged students have been 'persistently absent' compared to 6.56% of their peers during that period. Persistent absenteeism amongst disadvantaged students has increased significantly during the pandemic. We know it is important through our observations and our data analysis.
5	Our assessments, observations and staff analysis suggest that the attainment/progress of *some* disadvantaged students is impacted by **a general knowledge/cultural capital gap** caused by a variety of factors. This impacts on some student's aspirations, their access to the curriculum, their understanding of some texts and can place a burden on their cognitive load in some classroom circumstances. These gaps, in some cases, have been exacerbated by school closures and/or engagement in remote learning caused by the pandemic.
6	Assessments, referrals, observations and discussions with students and families have identified **social and emotional issues** for many students including suspected or diagnosed mental health issues. This was heightened and exacerbated as a result of recent Covid school closures. During the lockdown the school identified students in need of regular and *at least* weekly wellbeing phone calls; 38% of those identified qualify for pupil premium funding. Students from disadvantaged backgrounds are also overrepresented in terms of referrals to our internal Damascus inclusion team and to external services.
7	The nature of our very diverse intake can mean that *some* students can make financial, academic and cultural comparisons to their peers which affect how they see themselves within the school community **.** We know this through our

	own observations and conversations with some students. This can affect some student's engagement in learning and extra-curricular opportunities.

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
Improved progress among disadvantaged students across the curriculum at the end of KS4.	• Progress 8 score for disadvantaged students which is *at least* consistently above the national average for disadvantaged students • Ideally, a progress 8 score for disadvantaged students that is consistently *above* the national average of 0. • However, our ultimate aspiration is that our disadvantaged students make more progress than non-disadvantaged students nationally (usually between +0.10 and +0.13). • The figures above to be reflected in all buckets but especially Maths/English/Ebacc.
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	• To have a trend towards closing the gap between disadvantaged students' attainment at The Becket School and non-disadvantaged students nationally. • To ensure that Ebacc entries for disadvantaged students are always above the national average for *non-disadvantaged* (38.7 % in 2022 42.9% in 2021 and 44% in 2020).
To improve reading ages and reading comprehension in the cohorts of disadvantaged students identified as requiring extra support.	• Identified students in Y7 and Y8 will see reading age increases *above* the amount of time spent in the interventions (i.e. they will close the reading age gap). • These cohorts of students will then see sustained progress across the curriculum due to the benefits of the intervention programmes. This progress will be reflected in progress 8 scores (see targets and success criteria above).
To improve the attendance of disadvantaged students; especially those who are persistent absentees.	• Achieve reductions in the gap between the % attendance of disadvantaged and non-disadvantaged students • Prevent the decreasing trend in attendance caused by the pandemic and achieve an overall increase in % attendance in disadvantaged students. • Reduce persistent absenteeism among disadvantaged students to below 10% for the first time (2017-2022 average of 15.4%).
To achieve improved habits-for-learning and self-regulation among disadvantaged students.	• Achieve a reduction in the over representation of disadvantaged students in negative behaviour event data e.g. (FTEs, Internal Exclusions, SLT Removals, Negative Behaviour Points). The current over representation is around 8% (FTEs/SLT Removals) to 15% (IEs).

	• Achieve a reduction in the proportion of negative behaviour points accounted for by disadvantaged students (currently 30.1%).
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	• Demonstrate through targeted student voice on disadvantaged cohorts improved responses to : - Feelings towards school - Perceived learning capability - Self-regard - Preparedness for learning - Attitudes to teachers - General work ethic - Confidence in learning - Attitudes to attendance - Response to curriculum demands • Achieve an increase in participation for disadvantaged cohorts in our extra-curricular activities.

Activity in this academic year 2022 - 2023

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment/employment of extra capacity in English and Maths department in order to deliver Direction Instruction programmes in Year 7 and Year 8 for students requiring extra support in English (Reading), English (Writing) and Maths (Corrective Maths). £29000	Project Follow Through was the most extensive educational experiment ever conducted. Over 200,000 children in 178 communities were included in the study, and 22 different models of instruction were compared. The communities that implemented the different approaches spanned the full range of demographic variables, ethnic composition and poverty level. Evaluation of the project occurred in 1977, nine years after the project began. The results were strong and clear. Students who received Direct Instruction had significantly higher academic achievement than students in any of the other programmes. They also had higher self esteem and self-confidence. *No other program had results that approached the positive impact of Direct Instruction.* Subsequent research found that the DI students continued to outperform their peers and were more likely to finish high school and pursue higher education. The decision to implement Direct Instruction interventions were informed by our research schools with successful outcomes for disadvantaged students; it was a technique identified and observed in some of the schools we consulted. Within-school evidence already suggests this intervention is having an impact (see next section)	1- Attainment, 2- Reading Ages/ Comprehension, 5- General Knowledge/ Cultural Capital, 6- Social and Emotional Issues.
Bespoke CPD to support maintenance of 'The Becket Way' culture/ethos/ behaviour system.	Jackson (2018) found that teachers' impact on motivation, behaviour and self-control was *ten times* more likely to impact on students' long-term success than test scores.	1- Attainment, 2- Reading Ages/ Comprehension, 3- Habits for Learning,

£1000	Our own research of the schools with the most successful outcomes for disadvantaged students provided evidence that strong behaviour cultures were influential. A content analysis of Ofsted reports and Pupil Premium statements suggested these schools usually had high expectations, strict cultures and very little low-level disruption.	7- Inclusion.
Set up and training costs of a daily whole-school reading programme (including texts to address diversity/inclusion). £10,000	Westbrook et al. (2018) had teachers read two complete novels to students over a series of lessons over 12 weeks. The teacher read aloud for students with no interruptions. Poor readers made an average 16 months of reading comprehension during that time; even average and above average readers made 8.5 months progress. "Simply reading challenging, complex novels and at a face pace in each lesson repositioned 'poorer readers' as 'good' readers. Giving them a more engaged uninterrupted reading experience over a sustained period." We will be setting up a daily reading programming adhering to these principles based on the success of another school's programme. This school had a progress 8 score above one for disadvantaged students in 2019.	1- Attainment, 2- Reading Ages/ Comprehension, 5- General Knowledge/ Cultural Capital 7- Inclusion.

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

Budgeted cost: £56,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the DfE National Tutoring Programme to provide school-led tutoring for students whose education has been most impacted by the pandemic. A high proportion of these students will be	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1- Attainment 5- General knowledge/ Cultural capital

disadvantaged students. £8000 maximum		
Breakfast Reading for identified disadvantaged students. £2000	Our own analysis shows that there is a strong correlation between Reading ages on Y7 entry to The Becket and subsequent Progress 8 scores in Y11 (there is no equivalent correlation found for general ability/prior attainment). As such, this small bespoke programme aims to address this barrier as well as provide a breakfast for students before school. Previous PASS surveys indicated previous breakfast reading cohorts. An average of 9 months progress in reading age was recorded in 5 months of the programme (curtailed by lockdown). Students involved in the programme placed in the 67th percentile on average on the PASS survey compared to the 58th for the rest of the year group).	1 – Attainment 2 – Reading ages/comprehension 5 – General knowledge/cultural capital. 7 - Inclusion
Targeted support in both English and Maths across KS3 and KS4 using our subject specific Teaching Assistants with specific remit for supporting disadvantaged students. £39574 Direct Instruction support/teaching allowance leadership of Lexia literacy support. £3000 Direction Instruction/Lexia training and resources/rewards £2000	Targeted tuition enables students to make progress based around gaps in their knowledge. This addresses both the curriculum in English and Maths as well numeracy levels and reading comprehension. Tuitions will be done in small groups: One to one tuition | EEF (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF The Lexia literacy support package was identified by researching the pupil premium spending of the schools in the UK with the most successful outcomes for disadvantaged students. The Teaching Assistants also work with students who may have been removed from the classroom for short periods due to behavioural incidents.	1 – Attainment 2 – Reading ages/comprehension
Academic support fund (e.g. to support revision, work experience opportunities).	This fund is used on an ad hoc basis to support disadvantaged students with opportunities as they present (e.g. holiday revision programmes at local universities, subsidised trips,	1 – Attainment 7 - Inclusion

£2000	ingredients for GCSE food technology, transport to extra-curricular enrichment experiences aligned with a student's career aspirations, revision resource packs for students, required revision guides). We know from past experience and parent/student voice that support provided from this fund has made students feel valued.	

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

Budgeted cost: £66,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous monitoring and proactive strategies to ensure good attendance reducing persistent absenteeism. £7,899	The Becket and its feeder primary schools employ an Education Welfare Officer; this enables us to adopt a family approach to attendance and absenteeism. As disadvantaged students account for a large proportion of our persistent absenteeism, a proportion of the staffing cost is funded through the Pupil Premium Grant. We know that there is a strong correlation between % attendance and progress (+0.25 correlation in our last set of results). We will also explore and resource some of the strategies outlined by the Queen Elizabeth Academy who have significantly reduced persistent absenteeism and increased % attendance. https://educatingstamio.wordpress.com/author/educatingstamio/	1 – Attainment 4 - Attendance
Supporting students with emotional and behavioural needs; supporting and mentoring key students in 'The Becket Way'. £19,807	We employ Student Engagement Officers (SEOs) within the Damascus Centre that offer weekly mentoring for students that are referred and offer a key worker provision for other students. The SEOs work with students after incidents of low-level disruption and more serious contraventions of The Becket Way. The staff frequently refer and liaise with external agencies, Heads of Year, Pupil Premium Champion, Safeguarding Team and Education Welfare Officer. A high proportion of disadvantaged students access this provision and therefore a	3 – Habits for Learning 4 – Attendance 6 – Social and Emotional Needs 7 - Inclusion

	representative proportion of the staffing costs are funded by the Pupil Premium Grant. Student/parent voice shows that this is a valued provision and that the support offered is effective. There is evidence that mentoring can have a more positive impact for students from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. Structured programmes with clear goals and targets are more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
External counselling provision for students suffering bereavement and requiring mental health support £6240	Student/parent voice shows that this is a valued provision and that the support offered is effective. "Counselling can assist students to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals." (Counselling in schools, a blueprint for the future, DfE 2006)	6 – Social and Emotional Needs 7 - Inclusion
Diagnostic assessment of students' emotional wellbeing and attitudes towards schools £500	Used to help reveal hidden emotional (e.g. low self-regard, feelings about school) or attitudinal concerns towards school (e.g. towards teachers or attendance) in order to make early interventions. The assessment tool was established by educational psychologists and results standardised and benchmarked against 600,000 students.	1 – Attainment 4 – Attendance 6 – Social and Emotional Needs 7 - Inclusion
Proactive transition for disadvantaged students and early parental engagement. £1000	Equipment for school is provided for focused transition meetings with disadvantaged parents where we outline The Becket Way, outline our high aspirations/expectations, and offer support for seeking financial assistance. Disadvantaged students are also offered a subsidy for the residential transition trip to encourage mixed friendships, successful integration and induction into The Becket Way. Our student/parent/staff voice highlights the effectiveness of this transition and the crucial role it plays in building effective relationships with parents very early on.	3 – Habits for Learning 7 - Inclusion

Central coordination of all intervention work; attendance, attainment, social and emotional provision, regular parental engagement, transition, student engagement in targeted intervention (e.g. breakfast reading), external agencies, leadership of academic and hardship funds, student/parent voice etc. £30000	We employ a Pupil Premium Champion to take a lead on the coordination on many areas of the strategy, to be an advocate for disadvantaged students amongst colleagues and to lead small-group interventions (e.g. homework club, in-class support, knowledge challenge etc) The evidence for many of the strategies is already listed above. In addition, since the role was created, we can demonstrate a sustained and significant improvement in Progress 8 scores for disadvantaged students.	1 – Attainment 2 – Reading ages/comprehension 3 – Habits for learning 4 – Attendance 5 – General knowledge/ cultural capital 6 – Social and emotional needs 7 - Inclusion
Hardship fund £1,500	A budget is set aside to support students to access education and to remove barriers to learning.	1 – Attainment 2 – Reading ages/comprehension 3 – Habits for learning 4 – Attendance 5 – General knowledge/ cultural capital 6 – Social and emotional needs 7 - Inclusion

Total budgeted cost: £163,520

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 - 2022 academic year.

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Overall progress headlines

- Progress 8 of disadvantaged students (-0.13 in 2022 , +0.12 in 2021, 0.11 in +2020 and -0.02 in 2019),has continued to be above the national average. Between 2016 and 2018 the average progress for disadvantaged students at The Becket was -0.51 so this shows a clear improvement..
- Ultimately, we would like to see that progress scores for disadvantaged students is above 0 and above the national average for non-disadvantaged students (typically around +0.12).

Overall attainment headlines

- Attainment 8 scores for disadvantaged students in 2022 (4.9) , 2021 (5.2) and 2020 (4.9) improved compared to previous years (4.4 across 2016-2019).
- The % of disadvantaged students entering the ebacc qualification in 2022 was 48% which is *significantly* above the national average for disadvantaged students (27%) *and* non-disadvantaged students (43%).

Attendance

- The attendance of disadvantaged students has unfortunately decreased in the last two years; we suspect that this is largely/partly due to the pandemic. Between 2017 and 2019 the average was 93.91% and this has fallen to 93.39% although we suspect that larger decreases have been seen nationally - this has not been made available for comparison. In 2019 the % attendance for disadvantaged students was 91.8% so it is highly likely that our students' attendance remains higher than this figure. In 2022 our % attendance for disadvantaged was 93.04 %.
- Similarly, persistent absenteeism among disadvantaged students has risen from 12.5% in 2019 , 18.1% in 2021 , 25.36 % in 2022 so there is work to do in this area and this is mirrored in our non-disadvantaged data as well (from 3.3% to 12.6%). In the next three years, it must be a priority to return

attendance/absence figures back to 2019 levels. Between 2017 (19.35%) and 2019 (12.5%) we had secured a large reduction in persistent absenteeism.

Behaviour and Habits

- It is very difficult to make data comparisons to previous years due to periods of school closures (lockdown) meaning that incident totals are not-comparable to previously full academic years AND due to a change in the school's behaviour and recording system in 2019.
- However, we can note a steady levelling in the proportion of negative behaviour points accounted for by disadvantaged students (31.4% in 2019, 30.5% in 2020 28.5% in 2021 and 32 % in 2022).
- In addition, in 2020, an external review of behaviour following the introduction of The Becket Way found that in 95% of lessons all/most (70%/25%) students were engaged/attentive and relationships and atmosphere described as 'excellent'; a calm atmosphere was observed with very low levels of play fighting/unfriendly behaviour/litter; detentions had reduced 44% from the previous year and Internal Exclusion incidents down 52%. A staff panel was almost universally positive noting 1) significant improvement in culture 2) effectiveness of shared language around the ethos 3) reduction in low-level disruption. This shows evidence of the impact of our strategy to improve behaviour and culture and reduce low-level disruption; it is well documented that the learning of students from disadvantaged backgrounds are often most impacted by such disruption.

Impact of Specific Literacy, Reading and Numeracy Interventions

- Direct Instruction (reading) was first implemented in September 2019 and these students are now in Y9. These students, who started with an average reading age of 8.10, made +6.5 months reading progress on average in a 6 month period . So they *outpaced* chronological age for the first time. Their progress score in year 7 was *above* other students in their year group (+0.25 vs +0.15). Although it is very early on in their courses, the cohort are currently projected +0.89 progress 8 score which is very encouraging. Similarly, the students in this year group selected for the Direction Instruction (writing) programme in Y8 have a projected progress score of +0.88.
- Students in the September 2020 Y7 cohort (reading) with an average reading age of 9.0 made an average 6 months progress in 7 months (October to Dec, then April to July). Their progress score in all subjects at the end of Y7 was +0.03.
- The breakfast reading programme was also first implemented in September 2019 exclusively for disadvantaged students. These students made an average 9 month increase in reading age during the 6 months the programme ran. Their progress score at the end of Y7 was +0.36 compared to an average +0.15 for

the year group. This programme continued into Y8 and students improved their reading ages from 10 years 5 months to 11 years and 10 months. These students have a projected progress 8 score of +0.94 which is hopefully an early indication that this intervention has had a good impact.

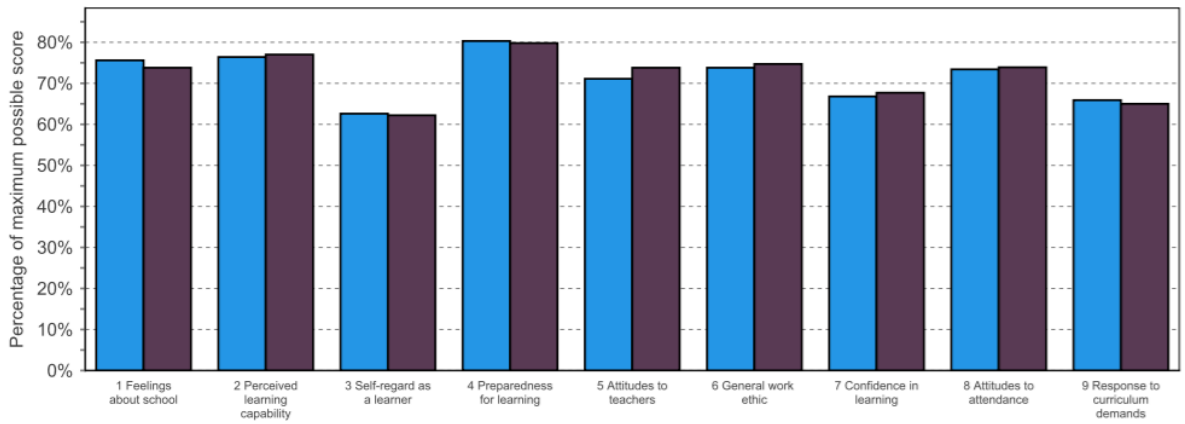
- Students in the September 2020 cohort started with an average reading age of 10 years and 6 months and improved this to 11 years and 5 months by the end of the year (despite lockdown disruption and school closures). Their progress score at the end of Y8 was +0.16 in all subjects.
- We look forward to measuring the impact of these programmes (including the introduction of Direct Instruction Maths) in the longer term and for future year groups where the interventions are not interrupted by school closures.

Parental Engagement

- Parent voice has highlighted improvements in the school's communication and effort to engage parents of disadvantaged students in the past few years. One proxy is to evidence the impact of the Pupil Premium Champion in particular – this is shown by the increase in attendance at parents' evenings for disadvantaged (from an average of 60% in 2017-2018 , over 85% in 2020 , and 86% in 2022).

Student Wellbeing/Voice/Inclusion

- PASS Survey in 2020 showed very little difference between disadvantaged and non-disadvantaged students in all areas of the survey.
- Blue = Non-Disadvantaged, Purple = Disadvantaged



	PASS Factor								
	1	2	3	4	5	6	7	8	9
	75.6%	76.4%	62.6%	80.3%	71.1%	73.8%	66.8%	73.4%	65.9%
	73.8%	77.0%	62.2%	79.8%	73.8%	74.7%	67.7%	73.9%	65.0%

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
Direct Instruction	McGraw Hill
Lexia	Lexia Learning
PASS	GL Assessment

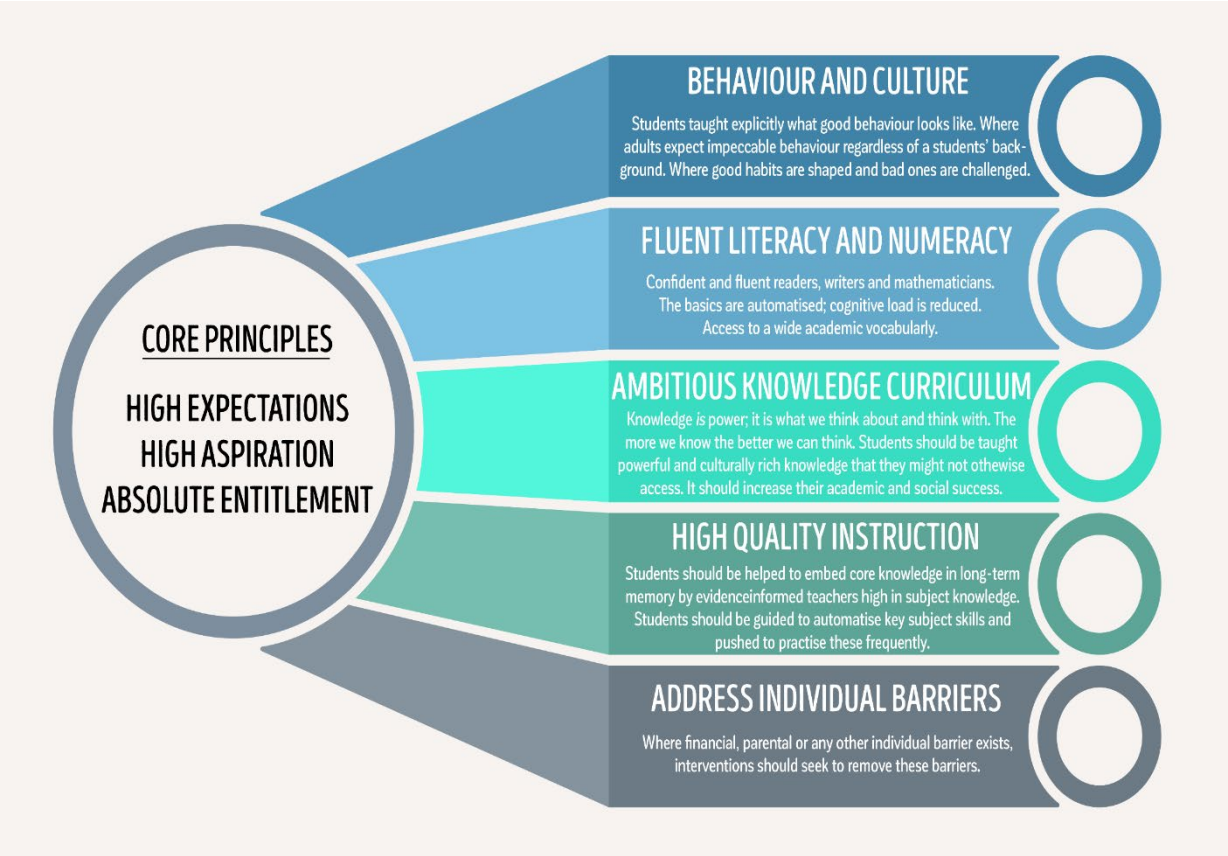
Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.



There are other activities planned/currently being implemented that are not dependent on PP funding or recovery funding and that reflect our whole-school approach, especially in the 1st, 3rd and 4th categories above. These are reflected in our previous Pupil Premium statement which is available on our website.