

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	The Robert Napier School
Number of pupils in school	1071
Proportion (%) of pupil premium eligible pupils	427 (39.9%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Mr D Dunscombe
Governor / Trustee lead	

Funding overview

Detail	Amount
Projected pupil premium funding allocation this academic year	£407,785
Projected recovery premium funding allocation this academic year	£61,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total projected 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	£469,700

Part A: Pupil premium (PP) strategy plan

Statement of intent

The aim of the strategy plan is for all pupils to make excellent progress regardless of geographical and personal challenges they may endure. We aim for high attainment across all subjects that the students undertake, with a core focus being on EBacc subjects.

Pupil premium at TRNS focuses on supporting disadvantaged students in all aspects of schooling regardless of their current attainment levels. We consider the barriers to student progression including those who have a social worker or who are young carers themselves. This statement is designed to support all students, regardless of whether they are disadvantaged or not.

The biggest influence to improving young minds is quality first teaching and this continues to be the focus. This includes establishing understanding of the key subjects/concepts where students require the greatest support. This will include overstaffing in core subjects like Maths and English. Excellent teaching and learning continues to provide the largest impact on reducing the PP vs non-PP gap we have amongst our vulnerable students. The non-disadvantaged students will also benefit from activities highlighted in this strategy plan and further improve outcomes for their own personal development. Overall, the PP cohort attainment levels will be sustained and improve alongside that progress of their non-PP peers.

Our strategy is designed to target student recovery for those who have been worst affected by the national lockdowns faced over the past two years. This is also true for the non-PP students who have also faced these circumstances.

TRNS approach will be in response to robust assessments corresponding to the three data captures taken throughout the academic year. This will provide accurate data to assess the impact of barriers on learning and progression. To ensure the approach is effective we shall:

- Ensure lessons are adapted to find suitable strategies for targeting vulnerable students and making sure they are challenged in work set.
- Use assessments to intervene immediately when a problem is identified.
- Make a whole school approach by which staff take an individual responsibility for the PP vs non-PP gap and improve confidence and motivation towards what the students can achieve.

Challenges

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

Challenge number	Detail of challenge - download.asp (robertnapier.org.uk) – (latest Ofsted report)
1	<p>Reading ages of our young, disadvantaged students is proven significantly lower than that of their peers. Reading continues to prevent students from fully accessing curriculum around the school and it continues to be a whole school focus.</p> <p>The accelerated reader programme was used at DC1 (October 2020) and then used at the end of the academic year (June 2021). For Covid reasons, it was not used as thoroughly as we hoped. We did gather the following results from tests that were completed:</p> <p>38% of year 7 students were at/above benchmark grade for reading at the start of the year. This increased to 43% of the cohort achieving at/above benchmark by the end of the year, demonstrating a 5% improvement.</p> <p>39% of year 8 students were at/above benchmark grade for reading at the start of the academic year. This increased to 47% at the end of the year, showing an 8% increase. This shows the importance of reading interventions for students at TRNS. The English department will be discontinuing the use of accelerated reader and will be using a new Bedrock programme including literacy assessments online. This will enable the English department to monitor progress more easily and will be able to use on all students at the school, therefore, not limited to just KS3. We are expecting to see further developments in the pupils' progress.</p>
2	<p>The demographic and geographic location of the school has huge implications upon student attendance. It is a huge barrier to our disadvantaged students and more so now due to the huge impact of Covid-19.</p> <p>The overall percentage of pupils reaching 95%+ attendance within the school by the end of the academic year 2020-2021 was 47%. Every student should be aiming for 95%+ in accordance with school policy. 33% were PP and 67% being non-PP achieving over 95% attendance. This shows the significant challenge we face, with Covid-19 primarily responsible for this.</p>
3	<p>At TRNS, more disadvantaged SEMH students are finding it a challenge to deal with their emotions. This leads to limitations within their progress shown throughout learning in school. This is based on discussions and observations seen across the school and when looking at the number of students referred to the safeguarding team. The levels of student anxiety has increased significantly due to uncertainties with GCSE's. Through discussions with safeguarding leads, incidents, and disclosures from students, more of our disadvantaged students have been referred to the safeguarding team than in previous years. This presents significant loss of academic progress amongst these students. CPOMS is a new platform used to refer safeguarding issues to the safeguarding team. Teachers will use this to highlight any concerns with regards pupil health and wellbeing.</p>

	<p>Before using this programme, referrals would have been in the form of notes, emails, and phone calls. Therefore, we are uncertain on the exact number of students requiring support from them. Through discussions with the safeguarding team, they can confidently say that the number of pupils requiring their support so far in 2021-2022 academic year has approximately doubled. This shows the huge concern we have and the importance of interventions for these vulnerable groups.</p>
4	<p>Behaviour is a hinderance to academic progress at TRNS and it continues to be addressed through whole school CPD, meetings and changes in behaviour policy. Our disadvantaged students make up a large proportion of students being referred to the referral unit. This unfortunately reduces face to face learning between student and teacher which we have established is key for teaching and learning.</p> <p>There were 550 recorded referral requests for students who were relocated from the classroom due to many behavioural issues impacting learning of other students in 2020-2021 academic year. This was excluding data for term 3 (due to being in lockdown). Term 2 had the highest recorded of 185 referrals, 99 of which were PP students.</p>
5	<p>Attainment and progress of PP students in comparison to the rest of the cohort particularly in KS3 maths.</p> <p>The impact of lockdowns and circuit breaks for our disadvantaged students have showed that there is a significant gap between PP vs non-PP students.</p> <p>Year 7 (2020-2021)</p> <p><u>English:</u></p> <p>By the end of the academic year (July 2021), there was a PP vs non-PP gap of 2% in English with non-PP performing better. The percentage of PP students currently work below/ well-below target is 46%, non-PP was 44%.</p> <p><u>Maths:</u></p> <p>There are a significant amount of PP students underachieving in maths at 86%. Non-pp (81%) currently outperform PP pupils (86%) by 5%. With staffing issues in maths, Year 7 were the worst hit by cover and steps are being taken to address in the 21/22 academic year.</p> <p>Year 8 (2020-2021)</p> <p><u>English:</u></p> <p>Year 8 English has a lower percentage compared to year 7 English. There is a gap of +1% between PP (35%) and non-pp (34%). English has improved in both cohorts from DC2 – DC3.</p> <p><u>Maths:</u></p> <p>Year 8 maths shows that there is a gap of +3% between PP (95%) and non-PP (92%) in terms of the number of students who are below target grade.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria												
<p><i>Improve reading and literature outcomes among our KS3 disadvantaged students.</i></p> <p>(Linked to Challenge 1)</p>	<p>We shall receive reports from the funded accelerated reader course. This is measured and compared to non-pp students. Progress 8 score will represent an improvement as per each data capture. Evidence of student's comprehension shall be evidenced during assessments, book/folder scrutiny, teacher observations and through engagement shown in lessons.</p> <p><u>School wide approaches include:</u></p> <ul style="list-style-type: none"> - Promoting reading via form time activities (silent reading), starter activities and reiterating the importance of reading to students and parents/ carers. - Use of knowledge booklets using Microsoft Teams to develop understanding of key concepts needed to access subject curriculum. - Completing pre-reading materials before class to promote a greater initial understanding of concepts and theories. - Bedrock learning which is a literacy platform to offer interventions with reading, writing and SPAG, including new vocabulary. - Literacy assessment online which will be used specifically for completion of reading tests for all students and track their ages. This will provide school wide reading ages compared to accelerated reader where it is only KS3. <p>Current reading ages of pupils at the school: Year 7 cohort are still awaiting their reading ages through assessments completed by the English department. Figures of other year groups are as follows (Note: reading ages are not up to date as of Easter 2021):</p> <p><u>Year 8 reading ages:</u></p> <table border="1" data-bbox="426 1496 1391 1733"> <thead> <tr> <th>Reading ages (years)</th> <th>PP pupils</th> <th>Non-PP pupils</th> </tr> </thead> <tbody> <tr> <td>6 - 9</td> <td>56</td> <td>56</td> </tr> <tr> <td>10-11</td> <td>31</td> <td>28</td> </tr> <tr> <td>12-15</td> <td>11</td> <td>17</td> </tr> </tbody> </table> <p>Year 8 pupils would be ranging from 12-13 years of age and should represent this by their reading age. We can see clearly that Majority of the year group have reading capabilities below that of a 12-year-old child.</p>	Reading ages (years)	PP pupils	Non-PP pupils	6 - 9	56	56	10-11	31	28	12-15	11	17
Reading ages (years)	PP pupils	Non-PP pupils											
6 - 9	56	56											
10-11	31	28											
12-15	11	17											

Year 9 reading ages:

Reading ages (years)	PP pupils	Non-PP pupils
6 – 9	37	46
10-11	20	31
12-16	18	12

Year 9 pupils should be ranging from 13-14 years of age and should represent this also. PP pupils are outperforming non-PP pupils with respect to meeting their benchmark of this. There are still well over half the cohort underachieving their reading age.

Year 10 reading ages:

Reading ages (years)	PP pupils	Non-PP pupils
6 – 9	39	30
10-11	10	15
12-17	31	54

Year 10 PP students are currently well behind their peers in this cohort. Only 31 pupils achieving a reading age near/at their expected benchmark. Similarly, 9 more PP pupils are well under target when compared to peers. This shows a concern for reading comprehension in this year group.

Year 11 reading ages:

Reading ages (years)	PP pupils	Non-PP pupils
5 – 9	17	23
10-11	18	18
12-17	25	66

Year 11 PP pupils are significantly below their peers. There are only 25 pupils who have a reading age above 12. Pupils are aged 15-16 in this year group. This demonstrates that huge interventions are required in this cohort to maximise chances of obtaining excellent GCSE grades by the end of the academic year.

Overall, this provides further evidence of interventions we have in place to address these reading ages in all our students at TRNS. The PP gap will continue to be impacted by these reading ages as pupils find it challenging to access the curriculum. Pupils in year 11 will also have guided readers through assessments to prevent the reading having a negative impact on their understanding of a concept in class. Bedrock learning and Literacy online assessments are vital for progression in literacy throughout the school and we'll continue to use them.

<p><i>Reduce the number of students being referred to safeguarding team needing support for mental health issues including stress, anxiety, and depression.</i></p> <p>(Linked to challenge 3)</p>	<p>This shall be reported via attendance reports which will allow us to identify specific individuals in which we can target with greater emphasis. Some students may also be put onto late reports for short term measures and tracking.</p> <p>Attendance officers will liaise with house managers/ safeguarding team to put in place interventions (reduced timetables, meetings with parents) to encourage students to improve punctuality.</p> <p>Sustained high levels of wellbeing from 2023-2024 shall be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from students (including those in A2M) and parent surveys. Teacher/teaching assistant observations and identifying issues immediately via support from CPDs. • A significant increase in the uptake of enrichment and extracurricular activities. • Use of the Nurture programme to promote confidence, self-regulation, and metacognition.
<p><i>To improve the attendance of disadvantaged students.</i></p> <p>(Linked to challenge 2)</p>	<ul style="list-style-type: none"> • Short term (July 2022) – attendance begins to show an improvement that is close to the desired 95% across all schools. Students’ attendance issues will be addressed immediately and challenged appropriately. New sanctions for poor attendance and positive support measures are being put in place during the autumn term. • Medium term (July 2023) <ul style="list-style-type: none"> - School attendance is at or above 95% attendance. - The gap between PP and non-PP is less significant (<1%). • Long term (July 2024) <ul style="list-style-type: none"> - Persistent absence is below 5% - Attendance figures are in correspondence to national averages. - PP students’ attendance is linear to the rest of the cohort.
<p><i>To reduce the number of students being sent from lessons to the referral unit.</i></p> <p>(Linked to challenge 4)</p>	<p>The number of students being removed from classrooms has increased slightly Due to the impact of lockdowns, students have found it increasing difficult to adapt back to normality of school.</p> <p>Data from the referral manager shows the top 5 reasons for referral:</p> <ol style="list-style-type: none"> 1. Relocated 2. Failure to follow instructions 3. Rudeness to a member of staff or SLT. 4. Disruptive behaviour 5. Violence to others <p>The percentage of PP students being referred for 2020-2021 academic year was 40.9%. The PP cohort had fewer relocations/referrals than the non-disadvantaged cohort.</p> <ul style="list-style-type: none"> • Short term (July 2022) <ul style="list-style-type: none"> - Lower percentages of students sent to the referral team. • Medium term (July 2023) <ul style="list-style-type: none"> - The percentage of PP students should be 35% of total cohort referrals. - The number of students being referred across the year is below 500 pupils.

	<ul style="list-style-type: none"> • Long term (July 2024) <ul style="list-style-type: none"> - Reduce the number of reoccurrences of students in referral. - Reduce the number of exclusions (fixed term). - Reduce total numbers of 15% from 2021 data. <p>Teaching staff continue to complete CPD sessions for looking at ways of dealing with low-level disruption and practicing different approaches to diffusing situations and preventing escalation.</p>
<p>Improve progress outcomes in mathematics.</p> <p><i>(Linked to challenge 5)</i></p>	<p>Maths is currently being used within form time activities to promote basic mathematic skills such timetables. Students consistently complete mathematics homework online which is being monitored closely by the maths department for engagement. Year 7 and 8 students highlighted for further support during baseline assessments will be provided the opportunity for 1-1 tutoring from experienced teaching assistants in the school. Many issues that we have seen will hopefully be resolved with having a fully staffed team and not having staff members off on long term sick leave which has been achieved for the start of the academic year.</p> <ul style="list-style-type: none"> • Short term (July 2022) <ul style="list-style-type: none"> - Reduce the number of students in each year cohort who are achieving well below their target grade. • Medium term (July 2023) <ul style="list-style-type: none"> - Increase the P8 scores in KS4 cohort. - Reduce the PP gap on KS3 and KS4 data. • Long term (July 2024) <ul style="list-style-type: none"> - Mathematics scores in conjunction with national averages. - PP working at a level consistent with non-PP cohort.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Development of Metacognition and self-regulation amongst pupils.</i></p> <p>Staff will complete CPD on rosenshine principles. This will be revisited within departments and across the school. This will solidify understanding and reinforcement within lessons to ensure consistency.</p>	<p>Evidence supports the impact that metacognition and self-regulations skills have on the outcome of pupils (provides an additional seven months of progress over the course of a single year).</p> <p>Teaching these strategies is an inexpensive technique with a better chance of reducing the disadvantaged PP gap. Teachers will need to be consistent with their approach in lesson to allow disadvantaged students to adapt to this method of teaching. It is more effective when taught in collaborative groups within class.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 5</p>
<p><i>Improving literacy in all subject areas.</i></p> <p>Reading comprehension strategies focus on student's ability to understand written text.</p> <p>Students will be able to learn different strategies to understand the meaning of what they are reading. This will allow students to access the curriculum in all subjects through assessments.</p> <p>We will discontinue the use of accelerated reader and will introduce new platforms (Bedrock learning and literacy assessment online),</p>	<p>The ability to read is key in developing new ideas and understanding of topics/content learned in class. This will allow students to learn how to summarise key points and ultimately identify and resolve challenges themselves (improving metacognition and self-regulation).</p> <p>Using reading comprehension strategies is an inexpensive yet effective method which can lead to 6+ months progress over the course of the year.</p> <p>With careful planning, activities can be tailored to pupils reading capabilities so that challenge is effective but not overwhelming.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>

<p>form time reading and using opportunities in lesson where and when appropriate more often.</p> <p>Feedback</p> <p>Feedback is given to pupils via two main approaches which are written and/or oral.</p> <p>Feedback provides students with the ability to refocus on actions to achieve a desired outcome.</p> <p>This can also be provided via tests/ assessments, digital technology (Microsoft Teams), teaching staff and peers within the classroom. Staff will have training on feedback from DDIs (developmental drop ins) and consistently reviewed throughout the year to master the strands of MELC: Climate, challenge, explanation, modelling, deliberate practice, questioning, and feedback.</p>	<p>Feedback is a well-evidenced and has a high impact on learning outcomes. It is well documented that there is no one way approach to feedback and that all types can be influential.</p> <p>Feedback used in the correct manner can show high levels of progress within pupils learning. Verbal feedback shows an additional 7+ months progress, which is slightly better than written feedback alone (5 months progress).</p> <p>Feedback is arguably most effective during, immediately after and sometime after learning has taken place. The school policy provides the opportunity to stretch and challenge students' knowledge through blue reviews after assessments and through knowledge quizzes at the start of every lesson. This will recall knowledge learnt from previous lessons/topics.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>
<p>Teaching assistants – tutoring programmes</p> <p>Teaching assistants are deployed at TRNS to work alongside the teacher to improve outcomes of students with different learning barriers.</p> <p>Teaching assistants also hold small tutoring groups where targeted KS3 students from maths and English can have smaller group interventions often providing 1-1 support.</p> <p>This is utilised through small intervention groups and in particular,</p>	<p>Teaching assistants (also known as TA's) when deployed correctly by the teachers, can have a moderate impact on students' outcome. TA's at TRNS support students through small group work in classes with students who find certain concepts of lessons challenging. They promote independence and confidence with assessments. We also provide students with 1-1 literacy and numeracy who have been identified as benefiting from these interventions from early assessments. TA's also work closely with supporting EAL students in lesson along with visually impaired students to prevent language and disabilities being a barrier to their progression. Teaching assistants provide resources that will help support students and teachers when differentiating work.</p> <p>Teaching assistants also undergo an online course where they are required to achieve 50/50 on an assessment to become invigilators during exams for SEND pupils. This allows them to support students during these assessment periods.</p>	<p>1, 2, 5</p>

<p>disadvantaged students including SEND, SEMH and EHCP using A2M as support.</p>	<p>Targeted interventions has been proven to have a higher impact on student outcomes, more so than being in the classroom where there is limited progress studies have found.</p> <p>Evidence shows that when teaching assistants complete CPD this would be a cost-effective approach at increasing outcomes of disadvantaged pupils. Catch-up numeracy and literacy strategies implemented in conjunction to learning established in classrooms has shown positive effects on pupil outcome in those subject areas.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Collaboration/ co-operative learning</p> <p>This allows every pupil to contribute to a common outcome though tasks/ activities with peers and overcome challenges together to promote better outcomes in progress.</p>	<p>Attainment can be improved by a total of 5+ months when used correctly when students are placed in groups of 3-5.</p> <p>CPD is required of teachers to develop ways of promoting co-operative learning.</p> <p>There are ways of promoting the outcomes of pupils through competition between groups of students if the focus is not on winning but the learning taking place when doing the tasks/activities.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>
<p>Reducing class sizes</p> <p><i>Class sizes are reduced (particularly in English and Maths) to reduce the teacher: student ratio to improve outcomes.</i></p>	<p>Reducing class sizes is expensive for low impact. At TRNS we aim to reduce the class sizes by employing more staff to work in the English and Maths department. Some PP funds will help support this approach and allow smaller classes and enhance chances of more individual teacher-student discussions in class. This will promote learning outcomes of pupils in these particular areas.</p> <p>This is something we currently use but evidence has shown that there can be an additional 2-month progress if groups are small enough to allow the teacher to change their method of teaching. Class sizes reduced from 30-25 is proven to have no effect.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 5</p>

<p>Remote learning provision:</p> <p><i>Students had the opportunity to lend a laptop from the IT department to use at home during Covid-19. Microsoft Teams was the platform used to engage students with online live lessons ran by teachers during these challenging times.</i></p>	<p>Evidence from the EEF states that studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).</p> <p>Attendance was monitored and assessments were completed online. Parent’s evening continued remotely and continue to use this process.</p>	<p>1, 2, 3, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Peer-tutoring</p> <p><i>Older students work collaboratively with younger children to support learning, behaviour and to act as a positive role model which disadvantaged students can ask for support from.</i></p>	<p>Peer-tutoring is something we utilise using sixth formers with students who often find themselves disengaged in the lessons and those who need further support with levels of anxiety and prevention of referral visits. Students in sixth form and year 10 work closely with pupils in year 7 at TRNS. Some 6th formers work closely with other vulnerable students who have been identified as have many learning barriers within the school.</p> <p>EEF has suggested that correctly using peer-tutoring can make 5 months additional progress throughout the academic year. Better outcomes seem to be for those lower attainment pupils.</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>One-one tutoring</p> <p><i>Providing 1-1 support for students in English and Maths who have been highlighted through robust assessments and</i></p>	<p>This is completed in conjunction with English and Maths lessons.</p> <p>This has provided an additional 5+ months progress on pupils these tuitions directly affect.</p> <p>Teaching staff who deliver these one-one tutoring sessions need to undergo CPD to establish new techniques/ strategies at developing student progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 3, 4, 5</p>

<i>observations who may benefit from further support.</i>		
<p>Form time retrieval tasks for year 11</p> <p><i>Students are provided with content from subject teachers to recall information learnt throughout the curriculum.</i></p>	<p>This is used to provide students with the opportunity to discuss potential difficult topics during the 20 minutes form time.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	All
<p>Homework</p> <p><i>Students can attend after school homework club and revision between 3-4pm across several days of the week.</i></p>	<p>Homework and revision is fundamental to increasing knowledge outside of school. This develops academic growth and evidence suggests that students can add additional 5+ months to their learning.</p> <p>Students will have access to computers, resources and teaching support staff whilst completing homework. This allows students to keep on track with homework and avoid consequences of no homework being handed in.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5
<p>Exam CPD for staff</p>	<p>Staff will complete standardisation programmes and will collaborate to assess validity of assessments to provide accurate data of student progression.</p> <p>During collaboration meetings, staff will moderate marking to ensure all misconceptions are kept to a minimum and that feedback is consistent throughout the school and within departments. Any issues will be raised in these meetings and addressed accordingly.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>Pastoral support</p> <p><i>Safeguarding, DOLS and house managers.</i></p>	<p>The role of the pastoral team are to monitor behaviour, attendance, and welfare of pupils at the school. They keep effective relationships with outside agencies that help support students. They are also first aid trained to assist with any issues.</p>	2, 3, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aspiration interventions</p> <p>Used to promote short, medium, and long-term goals of pupils.</p> <p>Used during weekly structured form time career activities, career meetings with individual pupils, mock interviews.</p>	<p>There is a lack of evidence to show the effects of this and additional progress is unclear.</p> <p>Through observations and discussions with students, they typically have limited long-term goals, and these interventions aim to inspire. This could improve motivation, attitudes and beliefs in their learning and increase diversity amongst our students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2, 3, 4
<p>Behavioural interventions</p> <p><i>Internal (DOLs, HOD, DSL, SLT, HT, all other teaching staff) and external (nurture programme) all have a role in reducing negative behaviour and promoting good behaviour. This will lead to greater student outcomes and reduced referral counts.</i></p>	<p>The EEF identified an average of 3+ months progress and therefore an overall positive effect on discipline and ethos of the school.</p> <p>Through observations, discussions and surveys with teaching staff, the behaviour policy is consistently under review and is adapted to cope with wide range of behaviours shown by pupils. CPD is at the heart of improving student-teacher relationships to promote better successful working environments.</p> <p>The nurture programme is targeted for vulnerable pupils who benefit from learning skills not necessarily focused on in lesson built around learning respect and values. This aims to reduce behaviour amongst consistent offenders and reduce the number of inclusions/exclusions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention</p>	2, 3, 4
<p>Individualised instruction</p> <p><i>SEND profile which highlight individual needs.</i></p> <p><i>Teacher-student relationships and</i></p>	<p>EEF has found individualised instruction strategies provide a further 4-month progress per academic year.</p> <p>Students in A2M have access to smaller group tuitions and other methods such as digital technology. This also provides more challenged students with a space to express their behaviour in a controlled manner, reducing behaviour.</p>	All

<p><i>developing understanding of barriers</i></p> <p><i>A2M for disadvantaged students who require routine support in accessing mainstream education.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention</p> <p>The school continues to provide CPD for staff and SEN profiles are consistently updated for individualised approaches to improving outcomes of every pupil in the school.</p>	
<p>Summer school</p> <p><i>Summer schools are additional lessons and extra-curricular activities completed during the summer holidays. It aims to utilise a range of skills to provide students with confidence when joining the school from year 6.</i></p>	<p>For the students completing summer school activities, EEF provide evidence that this could promote additional progress of 3+ months.</p> <p>There are barriers such as cost of staffing and attendance from pupils due to it being out of term time. There is evidence that additional activities during term time could be more cost efficient.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1, 2, 5
<p>Parental engagement</p> <p><i>Reintegration meetings with parents.</i></p> <p><i>Parents are kept updated by DOL's and teaching staff of positive and negative comments in relation to their child.</i></p>	<p>Parental engagement shows a cost-effective approach of improving outcomes/ progress by an additional 4 months.</p> <p>There will need to be a greater opportunity for parents to learn skills themselves which can enhance the engagement in homework and revision completed outside of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 4, 5
<p>Horizon's programme</p> <p><i>Designed to promote inclusion of students with different complex needs. The overall emphasis is to promote metacognition and self-regulation with this cohort of students and ultimately increasing self-motivation and confidence.</i></p>	<p>This is designed to promote collaborative learning approaches, metacognition and self-regulation, different array of learning styles, and phonics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	2, 3
<p>Student uniform</p> <p><i>Allowing students to feel included in the school community and</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>There is very little evidence to suggest this improves outcomes of students, but we have witnessed at TRNS that</p>	All

<p><i>provide them with the basic opportunity to learn.</i></p>	<p>students refuse to come to school without it, which would certainly hinder performance outcomes. The funding also goes towards equipment, educational trips, cooking ingredients where student require funding.</p>	
<p>Welfare and attendance report.</p> <p><i>Attendance officers and house managers.</i></p>	<p>The lead attendance officer's role is to monitor attendance not just to school but to each lesson. Any areas of concerns are reported to house managers and potentially to the safeguarding team.</p> <p>As we are aware, attendance is directly linked to success and reducing the PP gap is vital to improving outcomes of our disadvantaged pupils.</p> <p>Students with low attendance will be contacted home by form tutors, house managers and attendance officer for reasons why, with appropriate actions to follow. They will also discuss interventions to improve attendance such as flexi timetables, change of halves and potential of managed transfers.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

Total budgeted cost: £

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.

The outcomes from 2020-2021 results are primarily linked to COVID-19 barriers to learning. This has disrupted learning undertaken in all respective subjects. As proved across the country, school closures have been extremely detrimental to disadvantaged pupils. They did not have access to the interventions put in place and funded for by pupil premium funding. We used online learning via Microsoft teams to continue providing excellent lessons remotely, including providing laptops at home and allowing the school to remain open for key worker students and vulnerable pupils.

Maths

KS3: Year 7 maths grades got worse between DC2-DC3. PP cohort increased from 62% achieving either 'below' or 'well below' their target to 86% by DC3 (a 24% increase in students not achieving their target grades) which is extremely concerning. Similarly, non-PP increased from 71% to 81% (which is 10% more of the cohort not reaching their target by the end of year 7), with a gap of 5% more PP students underachieving compared to non-PP.

Worryingly, Year 8 maths for both cohorts was even worse than that for the year 7 students. PP cohort increased from 71% underachieving to 95% of the cohort (24% increase of students not reaching criteria of 'on target'). Non-PP increased from 73% to 92% (a 19% increase), with the gap being 3%. Significant interventions are in place to improve maths outcomes throughout the school.

Year 9:

<u>Maths</u>	<u>PP (Progress 8)</u>	<u>Non-PP (Progress 8)</u>	<u>Gap (Progress 8)</u>
DC2	-2.85	-3.00	+0.15
DC3	-2.85	-2.99	+0.15

The data from 2020-2021 signifies significant challenges facing this cohort. The PP gap from peers is positive (+0.15). Average progress 8 scores suggest that performance outcomes did not improve between DC2 and DC3. This demonstrates the importance

of interventions we have in place for this cohort. Students will benefit from being in a smaller class group and some students being identified as requiring 1-1 tuition.

Year 10:

<u>Maths</u>	<u>PP (Progress 8)</u>	<u>Non-PP (Progress 8)</u>	<u>Gap (Progress 8)</u>
DC2	-1.88	-1.75	-0.13
DC3	-2.30	-2.33	+0.03

Overall performance for year 10 show that they performed a lot better compared to year 9. The progress 8 gap for DC2 shows that PP pupils are currently -0.13 behind their peers. Despite the individual grades declining at DC3, they are currently performing better than their peers (+0.03). The aim will be to continue bridging the PP gap alongside improving overall outcomes.

Year 11:

<u>Maths</u>	<u>PP (Progress 8)</u>	<u>Non-PP (Progress 8)</u>	<u>Gap (Progress 8)</u>
DC2	-1.03	-0.64	-0.39
TAG	-0.74	-0.43	-0.31

From the data above, both cohorts have improved from DC2 to DC3. It is important to remember that DC3 was collected as part of teacher assessed grades (TAG) in correspondence to government exam changes. The PP gap improved from DC2 to DC3 corresponding to improved grades across all year 11. Although PP are still not level with non-PP pupils, there is evidence to suggest that Maths grades improve as students progress through KS4

English

KS3: Students in year 7 saw a significant improvement between DC2 – DC3 during the academic year 2020-2021. The improvement was 16% more pupils who are disadvantaged achieving either 'on target' or above. Non-PP cohort also improved during this time-period by 13%. This shows that PP made 1% greater progress than their peers, although PP cohort are currently 2% behind.

In year 8 English, PP cohort showed a significant improvement between DC2 (46%) - DC3 (35%) with 11% more pupils now achieving 'on target' data or better. This has significantly reduced the PP gap so that PP students are currently 1% behind their

peers. The proportion of students achieving 'below' or 'well below' their target has remained the same (34%).

Year 9:

<u>English</u>	<u>PP (Progress 8)</u>	<u>Non-PP (Progress 8)</u>	<u>Gap (Progress 8)</u>
DC2	-2.24	-2.27	+0.03
DC3	-1.90	-1.94	+0.04

During year 9, the PP gap at DC2 demonstrated that despite the gap being small, the PP cohort are outperforming their peers. This pattern continues into DC3 where it improves further (+0.01). This shows that interventions in place for year 9 are working and will be continued throughout year 10. The aim now is to improve the overall grades throughout both PP and non-PP cohorts.

Year 10:

<u>English</u>	<u>PP (Progress 8)</u>	<u>Non-PP (Progress 8)</u>	<u>Gap (Progress 8)</u>
DC2	-2.29	-2.17	-0.12
DC3	-1.92	-1.85	-0.06

In year 10, the PP gap is negative with non-PP pupils outperforming PP across both data captures. The gap, however, gets narrower at DC3 illustrating that their overall grades are improving, and they are getting closer to bridging the PP gap.

Year 11:

<u>English</u>	<u>PP (Progress 8)</u>	<u>Non-PP (Progress 8)</u>	<u>Gap (Progress 8)</u>
DC2	-2.10	-1.49	-0.61
TAG	-1.20	-0.69	-0.51

Like performance outcomes in year 11 maths, English grades have significantly improved from DC2 – DC3 (TAG). This shows that early intervention and school wide approaches are significantly important. There is still a significantly large PP gap which still needs to be addressed further and we continue to use and develop interventions

for this. We have decided to discontinue the use of accelerated reader and use bedrock learning with Literacy assessments online to target reading comprehension in all year groups.

Referral data

Referral by Year Group					
Year Group	Term 1	Term 2	Term 3	Term 4	Term 5
7	15	26	0	27	24
8	17	25	0	23	26
9	21	26	0	19	28
10	16	14	0	13	26
11	22	12	0	6	9
Total	91	103	0	88	113

The following data shows the impact of Covid-19 lockdown on the impact of student behaviour in the school. There is no data for term 3 due to lockdown. Due to lack of normality and routine, the pupils have found it difficult returning to school and have found following the behaviour policy challenging. The aim of 2021-2022 will be to reduce the number of pupils in referral by keeping a consistent approach towards challenging behaviour in accordance with changes made to the behaviour policy. There are several interventions currently in place for our more challenging pupils, these include:

- PSP reports which allows students to be monitored for their behaviour more vigorously to prevent exclusions/ inclusions.
- Boxing club allows students to remove any tension and is used as a reward for continued good behaviour.
- Change of form groups and year half to prevent persistent bad behaviour with peers in that cohort.
- Students are also offered counselling and one-one support from house managers and DOLS.
- Taming my temper programmes and use of the nurture programme are designed to develop skills and improve behavioural outcomes.
- Single subject referrals and restorative justice meetings with the teacher prevents further complications in that subject.
- Several students also work closely with the intensive PA group (Medway inclusion zone).
- CAHMS (Child and adolescent mental health services) provide students with emotional support which is directly linked with reducing the number of safeguarding visits also.

Referral by PP and SEN		
Term	PP	SEN
Term 1	39	36
Term 2	57	42
Term 3	0	0
Term 4	55	38
Term 5	16	8

With regards to PP pupils, we can see that they make a large proportion of pupils in the referral unit during term 1, 2 and 4. Interestingly, term 5 suggested that there was a small proportion of PP pupils in referral (16) when compared to non-PP (72). This was unexpected as disadvantaged pupils have been negatively affected the most during Covid-19. If this was a normal school year, we would expect to see the numbers reducing as students become accustomed to the behaviour policy, routine and consistency when being challenged by staff.

Attendance:

When reviewing the attendance data across the past three academic years, attendance had decreased across PP and non-PP throughout.

In the academic year 2018-2019, PP pupils on average has a 92% attendance rate which is currently below the 95% benchmark expected by the school. Non-PP were meeting this criterion and had an average of 96.1%. This shows that the vulnerable PP pupils had a negative 4.1% attendance compared to peers. This is therefore going to represent PP gaps throughout subject progress outcomes.

During 2019-2020, we expected to see a decline due to the impact of Covid-19. We found that PP pupils had an average of 90.3% attendance which is 1.7% lower than in the previous academic year. While non-PP also declined, the gap became even larger (4.3%) which was up 0.2% from the previous year.

During the academic year 2020-2021, figures dropped even further. PP pupils had an attendance of 88.1% with non-PP achieving 93%. The gap has become even larger by 4.9% which is 0.6%. With these results. In conclusion, PP pupils have been far more negatively affected by Covid-19. House managers and attendance officers are working tirelessly to improve attendance throughout the school with a real focus on the vulnerable pupils, amongst whom, are school refusers.

Externally provided programmes

Programme	Provider
<p>Peri lessons.</p> <p>Music lessons are provided for those students who would benefit from 1-1 intervention with an external teacher. This will aim to increase uptake of music at GCSE and improve outcomes of those students during lessons.</p>	<p>Drumwise -</p> <p>5 Church Road OTHAM Kent ME15 8SQ</p> <p>Darren Currington –</p> <p>4 Elmtree Cottages The Heath Appledore ASHFORD Kent, TN26 2DL</p>

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The PP service premium was used for the funding of pastoral staff which can support this small cohort of students.
What was the impact of that spending on service pupil premium eligible pupils?	They can recognise signs of anxiety and are informed of deployment of family members. They then put in place the support needed for that individual pupil (6 in total).