Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Robert Napier School
Number of pupils in school	1045 – NOR
Proportion (%) of pupil premium eligible pupils	44.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Steve Quenby
Pupil premium lead	Daniel Dunscombe
Governor / Trustee lead	Barbra Fincham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£420,595
Recovery premium funding allocation this academic year	£119,684
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	£ 540,279

Part A: Pupil premium (PP) strategy plan

Statement of intent

The Robert Napier School has a higher-than-average population of pupils who are eligible for pupil premium funding at 44.2%. This means that there are large sections of our school community who need extra support to attain well both academically and personally. All staff, regardless of status, understand the need to provide support to these pupils and we are privileged to be able to help the high numbers of more vulnerable pupils we serve. This document outlines how we do this and where we will continue to monitor the impact of our actions.

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 Raising attainment	The long-lasting impact of lockdowns and circuit breaks for our disadvantaged pupils have showed that there is still a significant attainment gap between PP vs non-PP pupils. Some key issues to address this year is raising the profile of PP pupils within departments to ensure that class teachers have a key awareness of their PP pupils. There is an attainment gap in all year groups between PP and non-PP pupils which we need to reduce (although this trend is reflected nationally). Targeted intervention will be happening with PP groups, particularly with high prior attainers, to broaden their experiences and to develop their aspirations.
2 Attendance	The demographic and geographic location of the school has huge implications upon pupil attendance. Our attendance headline figures are better, in most cases, than similar comprehensive schools in the area. However, as outlined below, PP pupils attendance is worse than non-PP so we still need to continue with our processes to improve this. The overall percentage of pupils achieving 95%+ attendance is 32% within the academic year 2021-2022. All pupils should be aiming for the 95% attendance in correspondence to the school policy and within their expectations. From the percentage of those pupil achieving the 95%+ attendance, 31% were from the PP cohort meaning that 69% were non-PP pupils. This also shows the gap between both cohorts has increased by 4% from the previous attendance data (2020-2021).
3 SEMH issues	Since the pandemic, we have seen a steep rise in the number of pupils who are struggling with SEMH related issues. The evidence for this is based on observations, referrals to counselling services, pupils with mental health issues who the safeguarding and welfare team work with. CPOMS referrals increased dramatically in the last two years. On one side, this is good as it means we are more aware of issues and can then support. However, there is the obvious impact that will have on the individual cases.

	The biggest change in support that was included in 2021-2022 was the appointment of the home-school support worker who works with our most vulnerable children and families. This will continue into 2022-2023.
4 Behaviour	Behaviour can be a hinderance to academic progress at for a minority of pupils at TRNS and it continues to be addressed through whole school CPD, meetings and changes in behaviour policy. Our disadvantaged pupils made up a larger proportion of pupils being referred to the referral unit than pupils who were not in 2021-2022 This unfortunately reduces face to face learning between pupil and teacher which we have established is key for teaching and learning. The aim is reduce this deficit this academic year. Termly referral numbers range from 58% of pupils being PP to 51%.
5 Low literacy levels	Literacy levels amongst our pupils is a key priority. Many pupils walk through our doors with reading ages well below their own age and this affects them in a number of ways, principally accessing the curriculum. The issue, unsurprisingly, is exacerbated in our disadvantaged pupils. At the start of the academic year, year groups had the following reading age indicators which highlights the issue; Year 7 – not tested at time of writing Year 8 – 53% of pupils had a reading age less than 12yo Year 9 – 40% of pupils had a reading of less than 12yo Year 10 – 34% of pupils had a reading age of less than a 12yo Year 11 – 27% of pupils had a reading age of less than a 15yo (17% below 12yo) This year, through targeted intervention outside of class, whole school literacy interventions and work with families, we aim to reduce the distance in reading age and real age, specifically in our disadvantaged pupils.

Intended outcomes

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

Intended outcome	Success criteria
Improve reading and literature outcomes among our KS3 disadvantages pupils. **(Linked to Challenge 1 and 5)**	The school gets the below data from the new system of bedrock (year 7) and online literacy assessment. This allows the data to then be split between PP and Non-PP pupils. The data is solely based on reading ages. Pupils' literature skills are monitored through the marking of assessments, book scrutiny, moderation across the trust and through the data capture. Whole school approaches towards improving reading and literature outcomes include: • Embedding reading into form time activities and starter activities. • Promotion of reciprocal reading tasks. These are set on dedicated days to ensure a whole school focus.

- Utilising core English and Citizenship lessons for students to be able to complete the online literacy assessment.
- KS3 students have a piece of year 6 work in each book which they can then refer too. This aids in reminding them of their capabilities with regards to writing and reading.
- Focus at KS5 for students to complete pre-reading materials. This will slowly be rolled out across KS4.

The above approach to improve literacy is underpinned by the goal of raising pupil attainment. Teachers ensure that literacy in their subject is prioritised to ensure that pupils are able to access the content in exams.

Current reading ages: The below data is correct as of the end of the academic year 2021-2022. The previous cohort of year 11 are not included. Year 7 have completed the tests and we are awaiting the data breakdown.

Year 7 reading ages: *Awaiting data*

Reading ages (years)	PP pupils	Non-PP pupils
5-9		
9-11		
11-16		

Year 8 reading ages: 33 pupils do not have reading ages (15 PP, 18 non-pp)

Reading ages (years)	PP pupils	Non-PP pupils
5-9	22	18
9-11	25	20
11-16	28	57

The year 8 pupils should have a reading age of 12-13 years. Out of the 170 students that took the test, 50% have a reading age between 11 and 16. Of that 50%, 16% of the pupils were PP.

Year 9 reading ages: **59 pupils do not have reading ages (33 pp. 26 non-pp)**

Reading ages (years)	PP pupils	Non-PP pupils
5-9	8	10
9-11	11	14
11-16	48	52

Year 9 pupils should have a reading age between 13 and 14 years. Overall, since data was last analysed the cohort have improved their reading grades with a higher

percentage being within the suggested bracket. The gap between PP and Non-PP pupils remains but is marginal.

Year 10 reading ages: 19 pupils do not have reading ages (7 pp, 12 non-pp)

Reading ages (years)	PP pupils	Non-PP pupils
6-10	32	40
10-12	20	28
12-17	17	12

Year 10 PP pupils at present are outperforming their non-PP counterparts which is clear evidence to show that the interventions and strategies the school are using are having an effect on closing the gap between PP and non-PP.

Year 11 reading ages: 65 pupils do not have reading ages (27 pp, 38 non-pp)

Reading ages (years)	PP pupils	Non-PP pupils
5-10	14	5
10-12	3	9
12-16	37	54

Compared to this year groups data last year, the number of students having a reading age below 12 has decreased. The gap between PP and non-PP pupils is present however data from last year shows this is slowly closing.

Overall, the data is suggesting that the whole school and department interventions are influencing the gap between these two groups of pupils. Interventions are being tailored towards KS3 to avoid the gap increasing as the year groups progress, literacy assessments are completed each academic year in order to monitor this and ensure the correct interventions are sustained.

Reduce the number of pupils being referred to safeguarding team needing support for mental health issues including stress, anxiety, and depression. *(**Linked to challenge 3**)*	The figures surrounding the number of pupils being referred to the safeguarding team will be generated by both attendance reports and CPOMS. With the addition of a new member of the attendance team, it is possible for the most vulnerable pupils to be identified and short-term interventions to be put in place. These short-term measures include punctuality reports, meeting with parents and reduced timetables. All these interventions will be discussed with the appropriate house teams and form tutors. The goal is to identify these pupils to ensure that they are supported in the best way possible which can help them develop their character education as well as improve their overall attainment. Sustained high levels of wellbeing from 2023-2024 shall be demonstrated by: • Qualitative data from pupils (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. - Utilising the return to learning room to help those pupils who are struggling in lessons as a result of mental health issues.

To improve the attendance of disadvantaged pupils.
 	
(**Linked to challenge 1, 2**)
	When looking at the attendance figures for PP pupils prior to the pandemic they had an average attendance of 92% which is 3% less than the national average. Non-PP students were meeting this criterion with an average attendance of 96.1%.
	
	During the previous academic year (2021-2022), figures for attendance dropped worryingly further. PP pupils had an average attendance of 84.4% with non-PP achieving 90.5%. The gap has become even larger. The lack of attendance therefore has a knock-on effect on the pupils' learning outcomes and overall attainment. The aim of improving attendance is to ensure that pupils are in school, learning and have the best possible chances of increasing their outcomes, thus raising overall attainment.
	
	Whole school strategies to support attendance will include:
	- Late detentions where students are making up time
	- Parents/carers are notified of lateness to school much quicker
	- Punctuality reports to ensure students are on time to lessons
	
	To tackle this, the schools intended outcomes will be:
	- **Short term** (July 2022) – attendance begins to show an improvement that is close to the desired 95% across all schools. Pupils' 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)
	- School attendance is at or above 95% attendance.
	- The gap between PP and non-PP is less significant (<1%).
	- **Long term** (July 2024)
	   o - Persistent absence is below 5%
	   o - Attendance figures are in correspondence to national averages.
	   o - PP pupils' attendance is linear to the rest of the cohort.

To reduce the number of pupils being sent from lessons to the referral unit.	As the first full academic year back post-covid we saw a high number of pupils being sent to referral in term 1, however because of various interventions and training this decreased quite significantly by term 6. A key element of this was that at the forefront of this was the aim of delivering high quality teaching and learning to ensure pupils are engaged, learning and having the best chance at receiving their intended outcomes.

(Linked to challenge 4)	Overall, from term 1 through to term 6 there was a 68% decrease of pupils being sent to referral.
	
	Unlike the previous year, PP pupils had more referrals overall, accounting for 55% of the academic years total pupils sent to referral.
	
	Based on this data, the below intended outcomes will be carried over:
	•**Medium term** (July 2023)
	
	   • - The percentage of PP pupils should be 35% of total cohort referrals.
	   • - The number of pupils being referred across the year is below 500 pupils.
	
	• **Long term** (July 2024)
	
	   • - Reduce the number of reoccurrences of pupils in referral.
	   • - Reduce the number of exclusions (fixed term).
	   • - Reduce total numbers of 15% from 2021/2022 data.
	
	To aid in meeting these, staff have completed and are now embedding their training on scripted intervention, the 4Rs (Remind, Reinforce, Remove, Relocate) and dealing with low level behaviour.

Improve progress outcomes in mathematics. *(Linked to challenge 1)*	Maths has been a key part of the form time programme for both KS3 and KS4. To reinforce this the Maths department are setting regular homework which is monitored by class teachers. The school is now working with the Think Forward programme to raise aspirations and in turn raise grades. There will be a focus on delivering effective interventions aimed at mid-high attaining PP pupils at KS3 in order to raise the overall grades at KS4.

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: £ 151,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Metacognition and self-regulation amongst pupils. Early Career Teachers (ECTs) will complete CPD on Rosenshine principles. This will then be used to help their development. Evidenced through DDIs. Staff will get CPD specifically on exposing pupils to wider reading and extended writing.	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). 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 pupils to adapt to this method of teaching. It is more effective when taught in collaborative groups within class. Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Improving literacy in all subject areas. Reading comprehension strategies focus on pupil's ability to understand written text. Key implementation of reciprocal reading. Pupils will be able to learn different strategies to understand the meaning of what they are reading. This will allow pupils to access the curriculum in all subjects through assessments. We will use Bedrock for KS3 and literacy assessment online to measure pupils reading ages. Form time reading as well as reciprocal reading tasks are being embedded into the curriculum to give all pupils the chance to acess reading materials. *Feedback* Feedback is given to pupils via two main approaches which are written and/or oral. Feedback provides pupils with the ability to refocus on actions to achieve a desired outcome.	The ability to read is key in developing new ideas and understanding of topics/content learned in class. This will allow pupils to learn how to summarise key points and ultimately identify and resolve challenges themselves (improving metacognition and self-regulation). Using reading comprehension strategies is an inexpensive yet effective method which can lead to 6+ months progress over the course of the year. With careful planning, activities can be tailored to pupils reading capabilities so that challenge is effective but not overwhelming. Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

This can also be provided via tests/ assessments, digital technology (Microsoft Teams), teaching staff and peers within the classroom. Staff will have regular development drop ins and then this is followed up by their LM or the member of SLT that observed them.	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. 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). 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 pupils' 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. Feedback	EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
Teaching assistants – tutoring programmes Teaching assistants are deployed at TRNS to work alongside the teacher to improve outcomes of pupils with different learning barriers. Teaching assistants also hold small tutoring groups where targeted KS3 pupils from maths and English can have smaller group interventions often providing 1-1 support. This is utilised through small intervention groups and in particular, disadvantaged pupils including SEND, SEMH and EHCP using A2M as support.	Teaching assistants (also known as TA's) when deployed correctly by the teachers, can have a moderate impact on pupils' outcome. TA's at TRNS support pupils through small group work in classes with pupils who find certain concepts of lessons challenging. They promote independence and confidence with assessments. We also provide pupils 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 pupils in lesson along with visually impaired pupils to prevent language and disabilities being a barrier to their progression. Teaching assistants provide resources that will help support pupils and teachers when differentiating work. 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 pupils during these assessment periods. Targeted interventions has been proven to have a higher impact on pupil outcomes, more so than being in the classroom where there is limited progress studies have found.	1, 2, 5

	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. Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk)	
Collaboration/ co-operative learning 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.	Attainment can be improved by a total of 5+ months when used correctly when pupils are placed in groups of 3-5. CPD is required of teachers to develop ways of promoting co-operative learning. There are ways of promoting the outcomes of pupils through competition between groups of pupils if the focus is not on winning but the learning taking place when doing the tasks/activities. Collaborative learning approaches	EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4,
Reducing class sizes *Class sizes are now only reduced in year 11 when students are taken for extra interventions. This is not done as a rule across the school due to the lack of evidence supporting it.*	We have stopped, in most cases reducing class sizes. This has shown very little impact in the time it has been used and is also not cost effective. This will allow for staffing funds previously used to facilitate this to be redistributed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 5
Remote/blended learning provision: *Microsoft Teams has now been fully integrated to the school and curriculum. Pupils can access homework, lessons, catch up work and communicate with teachers.*	Evidence from the EEF states that studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Teachers continue to communicate with classes via teams. Knowledge booklets are accessible here. This improves the dialogue between home and school. Funding is still used to	1, 2, 3, 5

ensure logistics (like laptops and internet access) don't inhibit this. Instead of being remote learning the school has successfully moved to blended learning which the EEF supports. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf	

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

Budgeted cost: *£17,206*

Activity	Evidence that supports this approach	Challenge number(s) addressed
ThinkForward *Pupils, initially in KS3, will be selected to work with our ThinkForward coordinator.*	ThinkForward provides long-term coaching that gets young people ready for the world of work. They help pupils develop the skills that young people need, help them overcome the challenges that keep them from succeeding, and facilitate employability activities to broaden their horizons and provide experience of the workplace.	All
One-one tutoring *Providing 1-1 support for pupils in English and Maths who have been highlighted through robust assessments and observations who may benefit from further support.*	This is completed in conjunction with English and Maths lessons. This happens in a variety of ways through some in school support and the use of MyTutor. This can provide an additional 5+ months progress on pupils these tuitions directly affect. Progress of these pupils is monitored by HoDs. Teaching staff who deliver these one-one tutoring sessions need to undergo CPD to establish new techniques/ strategies at developing pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3, 4, 5
Individualised instruction *SEND profile which highlight individual needs.* *Teacher-pupil relationships and developing understanding of barriers* *A2M for disadvantaged pupils who require routine*	EEF has found individualised instruction strategies provide a further 4-month progress per academic year. Pupils in A2M have access to smaller group tuitions and other methods such as digital technology. This also provides more challenged pupils with a space to express their behaviour in a controlled manner, reducing behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention	All

support in accessing mainstream education.	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.	
Bedrock Reading *Bedrock teaches academic vocabulary through online reading, writing and oracy practice.*	The interactive curriculum encourages independence with literacy concepts and helps them to apply in other contexts. We have access to live parent and teacher dashboards reveal the progress and engagement of learners. Introducing learners to a wide range of engaging texts to increase cultural capital. Digital Literacy Curriculum | Bedrock Learning	1, 2 and 5
Form time retrieval tasks *Pupils are provided with content from subject teachers to recall information learnt throughout the curriculum.*	This is used to provide pupils with the opportunity to discuss potential difficult topics during the 20 minutes form time. It is also used to work on key exam skills. Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	All
Elevate Education *Elevate Education provide pupils and parents with support, information and training on how to study effectively.*	Elevate Education have conducted research into how the best students in the world study and achieve success. They impart this information for other students and their parents through engaging and informative seminars. We also get access to follow up sessions. About | Elevate Education	1
Homework *Pupils can attend after school homework club and revision between 3-4pm across several days of the week.*	Homework and revision is fundamental to increasing knowledge outside of school. This develops academic growth and evidence suggests that pupils can add additional 5+ months to their learning. Pupils will have access to computers, resources and teaching support staff whilst completing homework. This allows pupils to keep on track with homework and avoid consequences of no homework being handed in. Homework | EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5
Exam CPD for staff	*Staff will complete standardisation programmes and will collaborate to assess validity of assessments to provide accurate data of pupil progression.* 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. Feedback | EEF (educationendowmentfoundation.org.uk)	1, 5

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

Budgeted cost: £ *294, 061*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Votes for Schools *Votes for Schools provides students opportunities to listen and discuss current affairs topics and relating them to PSHE and citizenship topics.*	This improves cultural capital and exposes pupils to knowledge and ways of thinking in a reflective manner. Pupils vote on a statement at the end of form time then in a subsequent week they get to see how other schools voted to measure their opinions against other schools.	All
MIND counselling Identified students have access to a trained counsellor. We have increased their time in school by 50% this year.	Students identified by pastoral teams as needing counselling and emotional support have access to a trained counsellor. Some of this is in group sessions and some are in one to one for pupils with more sensitive needs.	2, 3, 4
Peer-mentoring *Older pupils work collaboratively with younger children to support learning, behaviour and to act as a positive role model which disadvantaged pupils can ask for support from.*	Peer-tutoring is something we utilise using sixth formers with pupils who often find themselves disengaged in the lessons and those who need further support with levels of anxiety and prevention of referral visits. Pupils in sixth form and year 10 work closely with pupils in year 7 at TRNS. Some 6th formers work closely with other vulnerable pupils who have been identified as have many learning barriers within the school. 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. Peer tutoring	EEF (educationendowmentfoundation.org.uk)	All
Aspiration interventions Used to promote short, medium, and long-term goals of pupils. Used during weekly structured form time career activities, career meetings with individual pupils, mock interviews.	There is a lack of evidence to show the effects of this and additional progress is unclear. Through observations and discussions with pupils, they typically have no long-term goals, and these interventions aim to inspire. This could improve motivation, attitudes and beliefs in their learning and increase diversity amongst our pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2, 3, 4

Behavioural interventions *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 pupil outcomes and reduced referral counts.*	The EEF identified an average of 3+ months progress and therefore an overall positive effect on discipline and ethos of the school. 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 pupil-teacher relationships to promote better successful working environments. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention	2, 3, 4
Pastoral support *Safeguarding, DOLS and house managers.*	*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 pupils. They are also first aid trained to assist with any issues.*	2, 3, 4
Summer school *Summer schools are additional lessons and extra-curricular activities completed during the summer holidays. It aims to utilise a range of skills to provide pupils with confidence when joining the school from year 6.*	For the pupils completing summer school activities, EEF provide evidence that this could promote additional progress of 3+ months. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1, 2, 5
Parental engagement *Reintegration meetings with parents.* *Parents are kept updated by DOL's and teaching staff of positive and negative comments in relation to their child.*	Parental engagement shows a cost-effective approach of improving outcomes/ progress by an additional 4 months. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4, 5
Horizon's programme Designed to promote inclusion of pupils with different complex needs. The overall emphasis is to promote metacognition and self-regulation with this cohort	This is designed to promote collaborative learning approaches, metacognition and self-regulation, different array of learning styles, and phonics.	2, 3

of pupils and ultimately increasing self-motivation and confidence.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Pupil uniform *Allowing pupils to feel included in the school community and provide them with the basic opportunity to learn.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform There is very little evidence to suggest this improves outcomes of pupils, but we have witnessed at TRNS that pupils refuse to come to school without it, which would certainly hinder performance outcomes. The funding also goes towards equipment, educational trips, cooking ingredients where pupil require funding.	All
Welfare and attendance report. *Attendance officers and house managers.*	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. As we are aware, attendance is directly linked to success and reducing the PP gap is vital to improving outcomes of our disadvantaged pupils. Pupils 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. Parental engagement	EEF (educationendowmentfoundation.org.uk)	2, 3

Total budgeted cost: £ *460 000*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Maths

KS3: Year 7 maths grades declined between DC1-DC3. PP decreased from 85.1% achieving either 'at' or 'above' their target to 75.2% by DC3 (a 9.9% decrease in pupils not achieving their target grades). Similarly, non-PP decreased from 90.4% to 78.0%, This is a decrease of 12.4%. There is a gap of 2.8% more PP pupils underachieving compared to non-PP. However, target grades where changed in year due to improvement in baseline test results so this will account for some of this change.

Year 8 maths grades for PP increased between DC1-DC3. PP decreased from 43.8% achieving either 'at' or 'above' their target to 45.2% by DC3 (a 1.4% improvement between DC1 and DC3). Similarly, non-PP decreased from 54.1% to 47.5%, which is a decrease of 6.6% which is also a cause for concern. There is a gap of 2.3% more PP pupils underachieving compared to non-PP. Despite PP having seen an improvement between DC1-DC3, there is still over half the pupils not being 'at' or 'above' their target grade at present.

Year 9:

Maths	PP (attainment 8)	Non-PP (attainment 8)	Gap (attainment 8)
DC1	1.95	2.64	-0.69
DC2	2.10	3.15	-0.65
DC3	2.77	3.70	-0.93

Year 10:

Maths	PP (Progress 8)	Non-PP (Progress 8)	Gap (Progress 8)
DC1	-2.01	-2.10	+0.09
DC2	-1.94	-1.88	-0.06
DC3	-1.49	-1.33	-0.16

Year 11:

Maths	PP (Progress 8)	Non-PP (Progress 8)	Gap (Progress 8)
DC1	-1.67	-1.72	0.05
DC2	-1.46	-1.53	0.07
DC3	-1.29	-1.35	0.05
Actual	-1.33	-1.16	-0.42

English

KS3: Pupils in year 7 showed a decline in their grades between DC1 (34.71%) – DC3 (33.99%) with 0.72% more pupils not achieving 'on target' or 'above target'. There was however an additional 10 pupils who were added to the cohort between these data captures. Non-PP pupils witnessed a slight improvement between DC1 (46.63%) – DC3 (47.29%) with 0.66% more pupils now achieving 'on target' or 'above target'.

In year 8 English, PP cohort showed an improvement between DC1 (12.88%) - DC3 (16.66%) with 3.78% more pupils now achieving 'on target' or 'above target'. Similarly, non-PP pupils saw an improvement between DC1 (12.88%) and DC3 (19.69%) with 6.81% more pupils achieving 'on' or 'above' their target grade. Despite there being levels of improvements in both cohorts, there are less than 20% of pupils achieving their target grade before GCSE which is concerning.

Year 9:

English	PP (attainment 8)	Non-PP (attainment 8)	Gap (attainment 8)
DC1	3.35	3.87	-0.52
DC2	3.85	4.50	-0.65
DC3	4.23	4.39	-0.16

Year 10:

English	PP (Progress 8)	Non-PP (Progress 8)	Gap (Progress 8)
DC1	-1.92	-2.13	+0.21
DC2	-1.87	-2.01	+0.14
DC3	-1.53	-1.60	+0.07

Year 11:

English	PP (Progress 8)	Non-PP (Progress 8)	Gap (Progress 8)
DC1	-2.21	-2.01	-0.20
DC2	-1.86	-1.77	-0.08
DC3	-1.30	-1.15	-0.16
Actual	-1.45	-1.00	-0.36

Referral data

Referral by House	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Total
Eagle	61	50	47	39	39	40	276
Harrier	60	44	41	39	33	37	254
Kestrel	52	44	50	41	53	41	281
Osprey	55	50	45	48	48	39	285
Total	228	188	183	167	173	157	1096

Referral by Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Total
7	30	40	34	38	34	41	217
8	56	50	59	43	52	51	311
9	38	38	33	28	30	42	209
10	51	33	28	32	44	24	212
11	53	27	29	26	18	0	153
Total	228	188	183	167	178	158	1102

This was the first academic year without any lockdowns, however in the beginning part of the year (terms 1 and 2) COVID numbers remained high which had an adverse effect on cover and pupil behaviour. At the start of the academic year staff held pupils accountable to a high level which did result in a high number of referrals. It is then evident from the above, except for term 5, the general pattern of referrals decreased. This therefore shows the standards were being met by most pupils.

The goal for the academic year of 2022 – 2023 is to reduce the number pupils being sent to referral.

Referral by PP and SEN		
Term	PP	SEN
Term 1	128	59
Term 2	110	49
Term 3	104	44
Term 4	85	31
Term 5	95	63
Term 6	82	45

When looking at the comparison between PP and Non-PP pupils the data suggests that the majority of the referrals made were PP pupils. While the figures are not where the school would like them, it is positive to see that over the course of the academic year there was a decline in the number of PP pupils being sent to referral. This suggests that pupils were becoming aware of expectations and acting accordingly.

In order to tackle the number of referrals being made the below interventions were used (and will continue to be used):

- Regular use of the nurture programme.
- Pupils reporting to Form tutors, House Managers, Directors of Learning and SLT.
- PSP reports to ensure pupils behaviour is monitored to help avoid exclusions.
- Pupils could be changed forms or year halves to solve any issues with their peers.
- Restorative Justice meetings occurred between pupils or pupils and teachers to ensure positive relationships were being built.
- Staff CPD on behaviour training
- Staff CPD on the the exclusion process to show staff the reality of whether they work or not

Attendance:

In order to effectively monitor attendance, it is best to compare the pre covid year at school with the academic year of 2021-2022. In 2018-2019 PP pupils had an average attendance rate of 92%. Non-PP pupils were slightly above the expected average at 96.1%. The lower rate of attendance in PP pupils will influence pupil outcomes.

When comparing the above attendance to last year, the data shows that the attendance gap between PP and non-PP pupils has increased by 6.1%. This is a 2% gap increase from the last full academic year. While these figures are still not where the school would like them, figures throughout the year did start to increase as a result of a home school support officer being employed and the expansion of the attendance team.

Attendance will continue to be monitored over the next academic year with various interventions being put in place to help PP pupils increase their attendance and thus increase their chances of having positive outcomes.

Reading:
Key figures that need addressing from the years reading data is primarily the year 11's who had reading ages significantly below their peers. Only 25 pupils had a reading age of above 12 years. This was possibly a reason why the grades were lower than expected however does highlight the need for literacy to be a whole school initiative and at the top of everyone's agenda. Throughout the year various interventions such as form time reading, reciprocal reading and pre reading for classes were introduced however this data proves the need for more intervention to increase the chances of the pupils obtaining grades 4 and above in their GCSE exams.

Externally provided programmes

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 pupils.
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).