

## 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	Alsager School
Number of pupils in school (11-16)	1274
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	20 <sup>th</sup> December 2021
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	Andrea O'Neill Head of School
Pupil premium lead	Lianne Jardine Assistant Headteacher
Governor / Trustee lead	Anna Wheaver

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,350.00
Recovery premium funding allocation this academic year	£25,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187,435

# Part A: Pupil premium strategy plan

## Statement of intent

Alsager School is an achieving school and caring community with high expectations of its disadvantaged pupils. Our intention is to raise attainment and ensure that all pupils, irrespective of their background or the challenges they face, make good progress.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who are young carers or are struggling with social and emotional needs, regardless of whether they are disadvantaged or not.

Quality First Teaching and a knowledge-rich, broad curriculum is at the heart of our approach as they have been proven to have the greatest impact on closing the disadvantage attainment gap. It is our intention that non-disadvantaged pupils' attainment will also be improved alongside progress for their disadvantaged peers. It is essential that we provide pupils with the knowledge and cultural capital they need to succeed in life, alongside raising aspirations, to tackle intergenerational unemployment and poverty.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Recovery will also be aided through IT software packages, such as IDL Literacy and Numeracy, GCSEpod and Bedrock Vocabulary.

Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- ensure all staff take responsibility for disadvantaged pupils' outcomes and for raising aspirations.
- improve attendance of PP pupils.

## Challenges

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

Challenge number	Detail of challenge																					
1	<p>Maths attainment of disadvantaged pupils is lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with recalling key facts and methods in relation to multiplicative problems, factors, percentages, and fractions.</p> <p>Maths KS2 scaled scores on entry to year 7 indicate the following percentages arrive below age-related expectations (scaled score of 100) compared to their peers. Although narrowed, a gap remains at the end of Key Stage 3 and 4.</p> <table border="1" data-bbox="368 573 1370 862"> <thead> <tr> <th colspan="3">% of pupils with KS2 maths scaled score &lt; 100</th> </tr> <tr> <th></th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Yr11 (leavers 2022)</td> <td>15%</td> <td>48%</td> </tr> <tr> <td>Yr10 (leavers 2023)</td> <td>10%</td> <td>38%</td> </tr> <tr> <td>Yr09 (leavers 2024)</td> <td>12%</td> <td>35%</td> </tr> <tr> <td>Yr08 (leavers 2025)*</td> <td>22%</td> <td>58%</td> </tr> <tr> <td>Yr07 (leavers 2026)*</td> <td>42%</td> <td>58%</td> </tr> </tbody> </table> <p>*Internal assessments – <i>Baseline Tests</i></p>	% of pupils with KS2 maths scaled score < 100				Non-PP	PP	Yr11 (leavers 2022)	15%	48%	Yr10 (leavers 2023)	10%	38%	Yr09 (leavers 2024)	12%	35%	Yr08 (leavers 2025)*	22%	58%	Yr07 (leavers 2026)*	42%	58%
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2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Reading KS2 scaled scores on entry to year 7 indicate the following percentages arrive below age-related expectations (scaled score of 100) compared to their peers. Although narrowed, a gap remains at the end of Key Stage 3 and 4.</p> <table border="1" data-bbox="363 1263 1370 1585"> <thead> <tr> <th colspan="3">% of pupils with KS2 reading scaled score &lt; 100</th> </tr> <tr> <th></th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Yr11 (leavers 2022)</td> <td>17%</td> <td>48%</td> </tr> <tr> <td>Yr10 (leavers 2023)</td> <td>13%</td> <td>36%</td> </tr> <tr> <td>Yr09 (leavers 2024)</td> <td>17%</td> <td>39%</td> </tr> <tr> <td>Yr08 (leavers 2025)*</td> <td>18%</td> <td>38%</td> </tr> <tr> <td>Yr07 (leavers 2026)*</td> <td>37%</td> <td>55%</td> </tr> </tbody> </table> <p>*Internal assessments – <i>Baseline tests</i></p>	% of pupils with KS2 reading scaled score < 100				Non-PP	PP	Yr11 (leavers 2022)	17%	48%	Yr10 (leavers 2023)	13%	36%	Yr09 (leavers 2024)	17%	39%	Yr08 (leavers 2025)*	18%	38%	Yr07 (leavers 2026)*	37%	55%
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3	<p>Our attendance data indicates that attendance among PP pupils has been between 3 to 5% lower than for non-PP pupils during the pandemic.</p> <p>% Persistent Absenteeism for PP pupils during the pandemic is 5-8% higher than for non-PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>																					
4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national</p>																					

	studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues, such as anxiety, depression (diagnosed by medical professionals), low aspirations and low self-esteem. This is partly driven by concern about catching up lost learning, loss of household income, exams/future prospects, and the lack of enrichment opportunities due to the pandemic. Furthermore, due to the toxic trio in many households that our pupils face (poor mental health, substance dependency, domestic violence) we have seen more frequent outbursts of anger and more cases of poor mental health. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Since the start of the pandemic:</p> <ul style="list-style-type: none"> <li>• the number of pupils requiring support with their mental health has tripled. 209 pupils (27 of whom are disadvantaged) currently require additional support with social and emotional needs in school. Additionally, 29 pupils (7 of whom are disadvantaged) are currently working with Visyon, a charity that supports the emotional health of pupils and their families in Cheshire East and 36 pupils (6 of whom are disadvantaged) are working with a school-resourced counsellor.</li> <li>• the number of social care referrals has doubled.</li> <li>• the number of pupils needing daily interventions for behaviour incidences has doubled.</li> <li>• fixed term exclusions have almost doubled.</li> <li>• behaviour challenges in school have become more extreme.</li> </ul>

## 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 Maths attainment among disadvantaged pupils across Key Stage 3 and 4.	Internal data to show gaps are closing throughout Key Stage 3 and Key Stage 4. GCSE results demonstrate improved attainment among disadvantaged pupils.
Improved reading comprehension among disadvantaged pupils across Key Stage 3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To close the knowledge gap and increase cultural capital between disadvantaged	Internal monitoring and evaluation, alongside data, demonstrates that the

<p>and non-disadvantaged through a knowledge rich curriculum that addresses gaps and misconceptions and the use of tutoring.</p>	<p>subject knowledge of disadvantaged pupils is at the same level of non-disadvantaged pupils.</p> <p>Increased number of disadvantaged pupils accessing the National Tutoring Programme.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021-22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3.7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
<p>To reduce the number of Fixed Term Exclusions and Behaviour Incidences</p>	<p>Reduced number of fixed term exclusions and behaviour incidences from 2021-22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall fixed term exclusion rate for all pupils being no more than 1%, and the fixed term exclusion gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%.</li> <li>• the overall rate for significant behaviour incidences for all pupils being no more than 1%, and the behaviour incidences gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• Increased use of local schools to offer alternative provision (short and long term).</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2021-22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>The significant increase in support provided to young carers.</li> </ul>
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## 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: £72,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In Mathematics, the curriculum focuses on teaching for mastery, supporting pupils, including PP with the use of whole-class teaching, common lesson content for all pupils and use of manipulatives.</p> <p>New and inexperienced staff to be trained in the mastery approach, delivered by mastery.</p> <p>3x 2.5hr sessions for all Maths staff on the mastery curriculum at KS4.</p> <p>Maths staff to participate fully in the working group of the Maths Hub (led by Alsager School).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1, 4
<p>The continual review of curriculum design in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life.</p>	<p>High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</a></p>	1, 4

<p>Curriculum design will be quality assured through subject ‘deep dives’ and whole-school monitoring and evaluation systems.</p> <p>Staff to be given time to plan and implement the ‘Connected Curriculum’ in which subjects make explicit links to what is taught in other curriculum areas to help pupils know and remember more.</p>	<p>Curriculum as a progression model: Developing a curriculum for progression so that student know and remember more considering types of knowledge to ensure appropriate sequencing. <i>Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms</i></p> <p>Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education in each subject and ensured that our curricula reflect this.  <a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p>	
<p>Refine formative and summative assessment practice through staff CPD so that assessments help teachers to identify what pupils remember from the taught curriculum and identify the missing building blocks in pupils’ learning.</p> <p>A range of formative and summative approaches to be used as vehicles for pupils to demonstrate their learning, ensuring the time taken to mark correlates with successful pupil outcomes.</p>	<p>EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p>The Independent Teacher Workload Review Group published a report following the Department for Education’s (DfE’s) workload challenge. The three principles from this report stated that marking should be meaningful, manageable and motivating.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf</a></p>	1, 4
<p>Improve literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Professional development focussed on each teacher’s</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily</p>	1, 2

<p>subject area through staff CPD.</p> <p>Appoint a Literacy Lead in each faculty to oversee the implementation of the seven practical evidence-based recommendations based on the key concept of disciplinary literacy.</p>	<p>linked with attainment in maths and English:</p> <p><a href="http://word-gap.pdf(oup.com.cn)">word-gap.pdf (oup.com.cn)</a></p>	
<p>Further improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner. Increase communication with over 25 feeder primary schools to help foster curriculum continuity, make intelligent use of diagnostic assessment, and plan to address specific pastoral needs and academic support.</p> <p>Appoint a temporary Pupil Progress Leader to focus on successful transition from Key Stage 2 to 3.</p>	<p>Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with transition.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 53,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for disadvantaged pupils, including those who are high attainers, whose education has been most impacted by the pandemic.</p>	<p>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:</p> <p><a href="http://One%20to%20one%20tuition%20 %20EEF(educationendowmentfoundation.org.uk)">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 4</p>

	<p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Improve PP parental engagement to improve attendance, behaviour and pupil achievement by implementing the recommendations in the <a href="#">EEF Parental Engagement Guidance Report</a></p> <p>Staff will be trained on structured learning conversations with parents of disadvantaged pupils. Learning conversations to take place termly.</p> <p>Throughout Spring and Summer term, Pupil Premium and Transition leads to meet with Year 6 parents in feeder primary schools to foster positive relationships, discuss transition concerns and remove barriers prior to the pupil's arrival at Alsager School.</p>	<p>Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a review of studies of interventions aimed at supporting and improving parental engagement in the education of children: <a href="#">DfE Review of Best Practice in Parental Engagement</a></p> <p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1,2 3, 4, 5
<p>Increase pupil access to software packages, including GCSEpod, Bedrock Learning and IDL Literacy/ Numeracy.</p>	<p>Evidence has shown the use of digital technology can achieve improved outcomes for pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p> <p>Research suggests that as a pupil progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with increasingly challenging curriculum texts (Beck, McKeown &amp; Kucan, 2002).</p> <p>Research has found the IDL programmes to be a proven solution for increasing reading and spelling</p>	1, 2, 4

	<p>ability of pupils with dyslexia and other learning difficulties:</p> <p><a href="https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research">https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research</a></p> <p>The Year 11 impact analysis of GCSEpod shows on average, regular users achieved 0.7 more Progress 8 points than non-users; the highest users achieved 20 Attainment 8 points more than non-users; regular users achieve, on average, 1 grade higher per subject than non-users:</p> <p><a href="https://www.gcsepod.com/impact-gcse-learning-and-revision/">https://www.gcsepod.com/impact-gcse-learning-and-revision/</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 89,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance rates for Pupil Premium pupils by following the principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice and through a dedicated attendance officer tracking, supporting and intervening on pupils' attendance.	<p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that the higher the overall absence rate across Key Stage KS4, the lower the likely level of attainment at the end of KS4.</p> <p>DfE research (2012) on <a href="#">improving attendance at school</a> found there is a clear link between poor attendance and lower academic achievement.</p> <p>Advice from the <a href="#">National Strategies</a> (hosted on the National Archives) says that the links between attendance and achievement are strong.</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</p>	3
Implement social and emotional programmes and	Social and emotional learning interventions have a positive impact,	3, 5

<p>employ a family support worker to support vulnerable disadvantaged pupils.</p> <p>Family Support Worker to work closely with external services including Cheshire Young Carers and Crossroads Young Carers to identify young carers, the level of care they provide and what additional support they might require.</p>	<p>on average, of 4 months' additional progress in academic outcomes over the course of an academic year. According to the key findings from the EEF, being able to effectively manage emotions is also beneficial to children and young people beyond reading or maths scores:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	
<p>Employ behaviour and inclusion mentors to support disadvantaged pupils who show low engagement with or have low expectations of schooling. Mentoring to be offered to pupils who are deemed to be hard to reach or at risk of educational failure or exclusion.</p>	<p>Mentoring appears to have a small positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	3, 5
<p>Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). However, physical activity has important benefits in terms of health, wellbeing and physical development.  <a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a></p>	3, 5

<p>pupils will be targeted and supported to participate.</p>	<p><a href="#">evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
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**Total budgeted cost: £214,953**

## 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 we aimed to achieve in our pupil premium strategy by the end of 2020/21 were not fully realised, primarily due to the impact of Covid-19. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated through high levels of pastoral care and by maintaining the delivery of a high-quality curriculum, even during periods of partial closure through remote learning. During partial closure, 91 disadvantaged pupils physically attended school. Additional targeted support was provided through IT packages, such as Bedrock Vocabulary and GCSEpod.

#### Attendance – including Remote Lessons 2020/21

Attendance figures were variable over the 2020-21 academic year as a result of positive Covid cases and forced lockdown in Spring Term. Attendance to remote lessons for disadvantaged pupils improved following intervention from staff – all pupils were contacted and barriers removed e.g. 95 pupils struggling to access remote lessons because of IT issues were issued a laptop. Follow up contact for persistent remote learning non-attending pupils was made by Heads of College and the Progress Team. For example, in Year 8 disadvantaged attendance to remote lessons in January/February 2021 increased by 15% over a 4 -week period.

#### English Baccalaureate (Ebacc) % Entry for PP Pupils

	% Entry to Ebacc PP Pupils
Yr11 (leavers 2022)	28%
Yr10 (leavers 2023)	61%
Yr09 (leavers 2024)	98% (Projected)

The “EBacc Entry” measure is the percentage of pupils who have been entered into all the appropriate exams. The national average is around 35% for all schools, and 38% for state-funded schools. As of September 2021, our entry is above national average.

#### GCSE Results 2021

Due to the disruption in learning last year, Y11 pupils were awarded Teacher Assessed Grades using a variety of assessments. The assessments included were of high to medium control including mock exams, in-class assessments and coursework. Although national comparisons are not available, the Teacher Assessed Grade data shows that despite all the challenges caused by Covid-19, our actions and interventions resulted in Pupil Premium pupils performing in line with previous years:

	2021	2020	2019
A8 Non-PP	55	58	55
A8 PP	44	45	44
%E&M4+ Non-PP	82%	84%	82%
%E&M4+ PP	70%	58%	56%
%E&M5+ Non-PP	63%	63%	61%
%E&M5+ PP	41%	42%	43%

## 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
14-16 Vocational Pathway	Reaseheath College
Achievement for All	Achievement for All
Bedrock Learning	Bedrock Learning
Forest School	Peak Pursuits
IDL Literacy	International Dyslexia Learning Solutions Limited
IDL Numeracy	International Dyslexia Learning Solutions Limited
Literacy Assessment Online	Edukey Education
National Tutoring Programme	MyTutor
Project 25 (+) - work placement and careers programme	Changing Education Group
Provision Map	Provision Map
The Lodge (short term alternative provision)	Sandbach School
Visyon	Visyon Ltd

## Further information (optional)

### **Additional activity**

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

- Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](#)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review through *Achievement for All* to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, monitoring and evaluation systems, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.