

Pupil premium strategy statement 2022-23

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	St. Wilfrid's RC College
Number of pupils in school	1,336
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (This is year 2 of the overall plan)	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	LGC 16/11/22
Pupil premium lead	Denise Ritchie
Governor lead	Emma Shaughnessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,215.00
Recovery premium funding allocation this academic year	£42,558.00
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	£356,773

Part A: Pupil premium strategy plan

Statement of intent

In alignment with our whole school ethos of ***faith, learning and support***, we uphold our high expectations for all pupils, regardless of their socio-economic background. As part of a caring Catholic community, we nurture and develop our pupils and strive for the best in all aspects of school life - we embrace our school motto of "getting better never stops" in a drive for continual learning and improvement to support our school community. We understand the additional challenges our disadvantaged pupils face, exacerbated by the pandemic, and through our thorough and robust analysis, treat each child as an individual to identify and target support where it is most needed. We are driven by pupil need, not labels.

Our strategy sits alongside our School Development Plan with key foci for our more vulnerable students centered around improving literacy, stretch and challenge for our higher attaining pupils and supporting our community recover from the pandemic. We understand that the language gap is the attainment gap and as such, literacy is a key focus not just this year but as part of our long-term strategic goals.

We want to remove any barriers to the school day for our most vulnerable pupils, ensuring they can access a broad and balanced curriculum, top quality levels of pastoral care and achieve in line with their non-PP peers. We will do this through an evidence informed Teaching and Learning strategy, targeted academic support and wider support to help our whole school community, as detailed below.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low literacy levels on entry to the school</p> <p><u>Reading age:</u> Year 7 2022 below chronological reading age: PP: 23% Non-PP: 12.8%</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>Year 7 gap: PP = 103, non-PP = 105 Year 11 gap: -0.3</p> <p>Question level analysis of KS2 SAT papers indicated that pupils struggled with fractions, decimals, percentages, Geometry problems, Four operations Question level analysis of Y11's end of year 10 assessments indicated that disadvantaged pupils struggle with geometry and measure- similar shapes, trigonometry and transformations.</p>
3	<p>Poor attitudes towards attainment from some students and poor parental engagement from some parents.</p> <p>Lack of understanding of job roles, financial implications and routes into HE in some families.</p> <p>For example, Year 8 parents evening in October 2022: Whole school: 67% PP pupil parents: 56%</p>
4	<p>Poor attendance amongst some students (particularly older students)</p> <p><u>2021-2022 academic year - gaps between PP v non-PP</u></p> <p>Year 7 gap - 3.1% Year 8 gap - 2.4% Year 9 gap - 2.5% Year 10 gap - 6.9% Year 11 gap - 5.2% All school gap - 3.6%</p>
5	<p>Additional barriers caused by the pandemic and the cost of living crisis.</p> <p>Wider challenges such as food provision, hygiene provision, access to tech and learning resources</p>
6	<p>Poor mental health, exacerbated by the pandemic and cost of living crisis.</p> <p>For example, 36% of Y11 students reported low self-worth in a school survey, and only 29% of Y11 look forward to going to school.</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
Closing of the gap in literacy levels of those pupils entering Y7, Y8 and Y9 with a low reading age (Challenge 1)	<ul style="list-style-type: none"> - Engagement with the Accelerated reader programme leading to improved scores in reading tests and improved confidence in and enjoyment of reading - Use of library for reading for pleasure and scholarly reading - Improvement over time in extended writing tasks - Progress evidenced through work scrutiny and pupil voice in our monitoring across all subjects
Improved aspirations and parental engagement (Challenge 3)	<ul style="list-style-type: none"> - Improved pupil attendance at extracurricular clubs and homework clubs - Proportional representation of PP students at 'Proud of our work' events - Parental attendance at parents' evenings in line with non-PP parents - Launch of aspirations programme for Year 9 students - Individual interviews for Y9, Y11, Y12 with Careerwave leading to positive conversations about future options and careers
Improved attendance (Challenge 4)	<ul style="list-style-type: none"> - PP attendance to be in line with whole-school attendance. Aim for 100% attendance for all pupils, regardless of background. - For all pupils to be able to access all aspects of the school day. For socio-economic background not to limit opportunities for our pupils to engage in learning and wider school life
Improved attitudes towards attainment and subsequently improved attainment (Challenge 3)	<ul style="list-style-type: none"> - Improved performance in assessments and progress in line with non-PP peers - Active engagement and response to feedback - Participation in the Brilliant Club Scholars' programme
Closing of the gap between PP and non PP pupils (Challenges 1-6)	<ul style="list-style-type: none"> - Performance in assessments throughout the school year and summative, external examinations in line with non-PP peers
For any barriers to effective participation in the school day to be removed – both learning and attendance (Challenge 5)	<ul style="list-style-type: none"> - Increased pupil participation in events and school activities

Increased independence via homework completion (Challenge 3 and 5)	<ul style="list-style-type: none"> - Reduced number of sanctions for lack of homework. - Attendance at homework club and supported study club (Y11)
Increased exposure to a wide range of life journeys, careers and routes into employment (Challenge 3)	<ul style="list-style-type: none"> - Informed decision making regarding next steps - Increase in sixth form numbers
To improve pupil mental health and wellbeing (Challenge 6)	<ul style="list-style-type: none"> - Improvement in results from the MSLSS survey from the start of the year. - Pupil voice - HoH reports - Reduction in Class Charts incidents

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: £ 135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain high quality staff to ensure quality first teaching for all pupils	<p>All teachers and TAs have access to the Great Teacher Toolkit for bespoke, self-led and targeted CPD for continued improvement</p> <p>EEF Attainment Gap Report 2018 – <i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i></p>	1-6
Support staff to develop effective, research-informed teaching practices with a	<p>Embedding of the Golden 5 literacy strategies selected from The Writing Revolution and applied to the context of our school and our pupils needs</p>	1,2,3,6

<p>particular focus on our literacy and assessment strategies</p>	<p>All staff to use the Great Teaching Toolkit by Evidence Based Education for targeted CPD and several department's foci in their development plans will be closing the PP gap</p> <p>EEF - Feedback 5+ months. Clear and actionable feedback allows pupils to understand their specific strengths and areas for improvement.</p> <p>Maths mastery training and introduction of White Rose maths at KS3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>Dedicated reading time each day – our reading canon</p>	<p>The reading gap is the attainment gap.</p> <p>“When it comes to social mobility, reading can work as a powerful boost to life chances. Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background. In fact, children from disadvantaged backgrounds who read often tend to score better than more privileged pupils who do not read at all. “</p> <p>https://tra-resources.s3.amazonaws.com/uploads/entries/document/3132/A Society of Readers - Formatted 3 .pdf</p> <p>EEF 7+ months progress over the course of a year - Successful reading comprehension allows pupils to develop their reading capabilities in an environment which allows effective but not over-whelming challenge.</p>	<p>1, 6</p>
<p>Development of school library and wellbeing area</p>	<p>Encourage a love of reading https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Support literacy - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Support mental health - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,2, 6</p>
<p>Raising aspirations 101 things pledge</p>	<p>EEF – Life Skills and Enrichment: <i>“At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well- rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment”</i></p>	<p>3,5,6</p>

<p>School Colours programme for character development</p> <p>Careers programme:</p> <ul style="list-style-type: none"> ● Careers week ● STEM Fayres ● Use of Unifrog <p>Links with local universities</p>	<p>EEF – Careers Education states: “Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.”</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention and mentoring for KS4 pupils (Blue Support cohort, academic mentoring, HPA boys mentoring, STEP)</p>	<p>As this EEF report suggests, we will ensure the mentoring programme has a clear structure and expectations, that our mentors are provided with a detailed mentoring booklet and that our pupils are provided with ongoing support once the programme ends to ensure the positive changes persist. Mentors will be experienced and specifically chosen and matched to their mentees. These processes should ensure successful outcomes for our pupils.</p> <p>Through effective diagnostic assessment and targeted academic support we have followed the EEF guidance on implementing a small group intervention programme called STEP for our Year 11 pupils.</p>	<p>3,5,6</p>
<p>Small group interventions</p>	<p>Small group literacy and numeracy intervention for a specifically targeted group of pupils, as suggested by the EEF.</p>	<p>1,2,3,4,5,6</p>
<p>School-led tutoring in mathematics</p>	<p>Small group tutoring in mathematics – use of a maths teacher to remove barriers to understanding and to build confidence</p>	<p>2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<p>Homework Clubs</p> <p>Open to KS3 and KS4 pupils - some pupils will attend voluntarily and others will be directed to attend by SLT or HOH. Support provided for those with SEND needs, tech provided for those who need to access work online.</p>	<p>EEF 5+ months over a year. High quality homework and the opportunity to complete this work within school supports disadvantaged pupils who may have difficulty accessing quiet work spaces and/or technology</p>	1,2,3,4,5,6
<p>Reading time intervention</p>	<p>Our reading programme is supported by evidence on reading comprehension strategies from the EEF and from The Writing Revolution's work from which we have identified 5 Golden Strategies which will be implemented in subject lessons and also through a reading time programme (whole school) and targeted intervention for Year 7-9 pupils.</p> <p>KS3 literacy strategies – targeted and specialist intervention with pupils during reading time with English teachers and teaching assistants</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1666895127</p> <p>Phonics interventions – EEF 5+ Months over a year when taught explicitly and systematically to support children in making connections between sounds and written word. Some disadvantaged pupils may not have developed phonological awareness at the same rate as others.</p>	1,6
<p>Literacy interventions</p>	<p>Year 7, 8 and 9 – additional library sessions for accelerated reader programme for LPA students</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	1,5,6
<p>Numeracy interventions and small group tutoring</p>	<p>Evidence on mathematics from the Teaching and Learning Toolkit alongside the findings from recent EEF projects suggest that interventions should include: explicit and systematic instruction, clear support for whole class instruction and must motivate pupils.</p>	2

<p><u>Raising aspirations</u></p> <p>Brilliant Club Scholars' programme: https://thebrilliantclub.org/the-scholars-programme/</p> <p>Year 9 Saints Scholars' programme</p> <p>Bright Futures – Girls Standing up</p>	<p><u>Analysis by the Sutton Trust</u> has revealed that the gap between disadvantaged pupils and their peers accessing university has widened over the last three years, from 23 percentage points in 2019, before the Covid health crisis, to 25.6 percentage points in 2022.</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Study Club</p>	<p>Voluntary study club – snacks, laptops – build a sense of belonging and collaboration. Link to Peps McCrea's research on motivational drivers.</p>	<p>1,2,3,4,5,6</p>
<p>Build on our work with Children North East's Poverty Proofing the School Day programme to support pupils to remove barriers to learning caused by food provision, technology, hygiene and school resources</p> <p>Free breakfast provided to support families who might need it most.</p>	<p>Continue to work with Children North East's Poverty Proofing programme to make continuous improvements to make the school day accessible to all.</p> <p>Audit of technology and internet access for all students, to ensure accessibility of homework.</p>	<p>5</p>
<p>Rewards based strategy to motivate and encourage pupils in their learning.</p>	<p>Rewards for credits – Headteacher and House awards each week – celebrating successes</p> <p>Departmental and House postcards home</p> <p>"Proud of our work" events</p>	<p>3,6</p>

<p>School trips subsidised to support our PP families in accessing these activities</p>	<p>To help build cultural capital and the wider experiences of PP pupils during their time at St. Wilfrid's, as well as removing any barriers they may face to participating in something their non-PP classmates can participate in, we will offer a range of trips this school year which will be subsidised for PP students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>3,4,5,6</p>
<p>CEAIG programme: Individual and small group careers interviews rolled out with Y9, Y11, Y12 to focus on transitions and thinking about the future</p>	<p>EEF – Careers Education states: <i>“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.”</i></p>	<p>3,5,6</p>
<p>Mental Health support Wellbeing area in school and new school chapel Access to counsellors every day of the week in school Access to MHFA training for all HoH and SLT School Chaplain to support with bereavements and losses Mental Health Ambassadors in school</p>	<p>https://educationhub.blog.gov.uk/2021/09/21/the-big-ask-survey-the-findings/ MSLSS survey data for cross section of school community</p>	<p>6</p>
<p>Extracurricular clubs Active Lunch Science Sport Music French Physics DT club Drama</p>	<p>Evidence to support arts participation (+ 3 months) and physical activity (+ 1 month) In particular, for our more disadvantaged pupils “Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” EEF</p>	<p>3,5</p>
<p>Subsidised/free music lessons</p>	<p>Arts participation, three months additional progress according to the EEF Toolkit.</p>	<p>3,4,6</p>

<p>Attendance officer focus on attendance of disadvantaged pupils, liaising with families and tracking progress</p>	<p>As students miss more lessons in secondary schools, their attainment across a range of measure declines. Attendance makes a difference to student attainment.</p> <p>School data - 2022 GCSE outcomes:</p> <table border="1" data-bbox="527 310 883 667"> <thead> <tr> <th>Band</th> <th>P8</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.04</td> </tr> <tr> <td>100% (16)</td> <td>0.57</td> </tr> <tr> <td>95-99.99% (59)</td> <td>0.55</td> </tr> <tr> <td>90-94.99% (71)</td> <td>0.09</td> </tr> <tr> <td>85-89.99% (39)</td> <td>-0.14</td> </tr> <tr> <td>80-84.99% (16)</td> <td>0.09</td> </tr> <tr> <td>70-79.99% (12)</td> <td>-0.67</td> </tr> <tr> <td>Below 70% (12)</td> <td>-1.87</td> </tr> <tr> <td>Below 20% (1)</td> <td>-4.03</td> </tr> </tbody> </table>	Band	P8	All	0.04	100% (16)	0.57	95-99.99% (59)	0.55	90-94.99% (71)	0.09	85-89.99% (39)	-0.14	80-84.99% (16)	0.09	70-79.99% (12)	-0.67	Below 70% (12)	-1.87	Below 20% (1)	-4.03	<p>3</p>
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Total budgeted cost: £ 363,000

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 2021 to 2022 academic year.

Our 5 challenges for 2021-2022

- 1) Low literacy levels on entry to school
- 2) Poor attitudes towards attainment from some students and poor parental engagement from some parents
- 3) Poor attendance amongst some students (particularly older students)
- 4) Additional barriers caused by the pandemic. Wider challenges such as food provision, hygiene provision, access to tech and learning resources
- 5) Poor mental health, exacerbated by the pandemic, lockdowns and periods of remote learning.

Results of external examinations:

St Wilfrid's RC College had a cohort of 226 students sitting terminal exams, including GCSE's and BTEC's, in 2022, of this cohort 61 (27.0%) had PP status. When considering the cohorts as Pupil Premium (PP) and Non Pupil Premium (NPP) a gap was evident upon entry. The average KS2 SSS for PP students was 103 compared to 106.5 for NPP, with the national average for this year group being 104.3.

The outcomes for PP students are highlighted below:

	PP	Non PP	National Average (all)
Ave Total A8	45.07	55.84	49.10
Ave Total P8	-0.28	+0.14	0.01
% Achieving 9-7 inc E & M	6.6	17.0	15.3
% Achieving 9-5 inc E & M	36.1	60.6	49.4
% Achieving 9-4 inc E & M	59.0	81.8	69.3
% Achieving 5 standard passes inc E & M	54.1	80.0	65.7
% Achieving 5 strong passes inc E & M	34.4	58.8	46.7

At STW, in 2022, outcomes for PP students were lower than Non PP students, in terms of attainment and progress against KS2 entry points. PP students achieved an average A8 grade of 4.5, with non PP students a grade higher at 5.6. PP students made less progress than NPP students, with a gap of 0.42. A smaller % of PP students achieved 9-7, 9-5 and 9-4 grades than their NPP colleagues, this was replicated in the % of students who achieved five strong and standard grades.

PP girls (36) achieved significantly better outcomes than PP boys (25).

	Ave A8	Ave P8
Girls	49.61	+0.09
Boys	38.49	-0.83

Mid (32) prior attaining PP students made significantly less progress than lower (20) and high (8) prior attaining students. Of the mid prior attaining students 13 were boys and 19 girls.

	Ave A8	Ave P8
Low	36.25	+0.13
Mid	44.15	-0.61
High	67.50	-0.08

PP progress was relatively consistent across GCSE's (-0.43), BTEC's (-0.08) and Cam Techs (-0.36). It is worth noting that the 'old' style BTEC's, while appearing to achieve better outcomes are i) being phased out ii) consist of two courses: Travel (five students) and Sport (15 students).

PP students achieve well in English Language, 61 students with an ave P8 of +0.05, BTEC Travel (P8= +1.34_ and BTEC Engineering (P8 = +0.99). PP students achieve disproportionately poorly in Maths (P8 = -0.72), RE (P8 = -0.83) and Computer Science (P8 = - 1.03).

Review of last year's strategy:

Intended outcome	Success criteria	Progress made in 2021-22 academic year	Moving forward...
Closing of the gap in literacy levels of those pupils entering Y8 with a low reading age (Challenge 1)	<ul style="list-style-type: none"> ● Improved scores in reading tests, ● Improved scores in Literacy Online test, ● Expected and beyond expected progress in English Key Tasks, ● Progress evidenced through work scrutiny and pupil voice in our monitoring e.g. 4 lens 	<ul style="list-style-type: none"> ● Targeted support via school-led tutoring for 90 English students and 90 maths students predominantly in Key Stage 3. ● Targeted support via NTP for 40 students in English and maths. 85% of pupils made progress from Module 1-2 results analysis and there was a strong pupil voice about the programme too. They felt like they had made progress in areas they weren't confident in before and could articulate in detail what they had studied and how it linked to their learning. The relationship with the tutor came through as a strong positive in "what worked well". Key Stage 4 students wanted more in depth topics. Brilliant Club did 3 topics across the 15 sessions so maybe 1 or 2 but more in depth might be more preferable at this age. ● Whole-school literacy interventions in registration ● Re-launch of golden 5 literacy focus for staff 	<ul style="list-style-type: none"> ● School led tutoring to continue ● Introduction of 30 minute reading time in place of use of registration time ● Golden 5 focus to continue
Improved aspirations and parental engagement (Challenge 2)	<ul style="list-style-type: none"> ● Improved pupil attendance at extracurricular clubs ● Parental attendance at parents' evenings in line with non-PP parents ● Launch of aspirations programme. ● Launch of online family learning sessions, including literacy and numeracy. 	<ul style="list-style-type: none"> ● Successful bid for SNE Community funding and subsequent launch of the Saint's Scholars Programme launched – 100% PP on the trip, high PP % in the group overall. 16/21 pupils completed the programme, submitted the essay and joined us on the celebration trip ● Bright Futures Girls Standing Up high % PP ● The Brilliant Club Scholar's Programme Year 12 (100% PP) ● Year 11 careers interviews and Year 11 sixth form interviews ● Careers week in school. 47 PP pupils, 29% of overall group ● Careers Day as part of Activities Week 	<ul style="list-style-type: none"> ● Continuation of Bright Futures throughout the summer and into next year (DSD) ● Continue to monitor the progress and aspirations of the Saints Scholars cohort ● Use remaining funding to run SSP again. ● Phonecalls to parents of PP students who have not booked appointments to continue

<p>Improved attendance (Challenge 3)</p>	<ul style="list-style-type: none"> ● PP attendance to be in line with whole-school attendance. Aim for 100% attendance for all pupils, regardless of background. ● For all pupils to be able to access all aspects of the school day. For socio-economic background not to limit opportunities for our pupils to engage in learning and wider school life 	<ul style="list-style-type: none"> ● Attendance officer appointed. ● Attendance figures so far this year (All 91.8%, PP 89.41%) Year 10 PP 84.87% ● New school uniform bill changes. Changes communicated to parents and brought in as of September 2022. ● Food parcels ● Attendance gaps 2020-21: Year 7 gap - 1% Year 8 gap - 2% Year 9 gap - 6.6% Year 10 gap - 5.3% Year 11 gap - 3.61% ● Attendance gaps 2021-22: Year 7 gap - 3.1% Year 8 gap - 2.4% Year 9 gap - 2.5% Year 10 gap - 6.9% Year 11 gap - 5.2% 	<ul style="list-style-type: none"> ● Year 10 cohort identified - strategies implemented and will continue to be monitored into Year 11 ● Continued targeted focus on key subgroups by specific members of the pastoral team ● Calendar of analysis at SLT meetings
<p>Improved attitudes towards attainment and subsequently improved attainment (Challenge 2)</p>	<ul style="list-style-type: none"> ● Improved performance in assessments and progress in line with non-PP peers ● Active engagement and response to feedback 	<ul style="list-style-type: none"> ● Proud of our Work KS3 event x2 (14% PP participation) Staff encouraged to celebrate the achievements and efforts of our PP pupils in particular. ● Proud of our Work event = poor attendance for KS4 ● Year 7 PP book scrutiny and discussion around transition 	<ul style="list-style-type: none"> ● Proud of our Work to focus on KS3 alone. Might this be a culture we can embed and “bring up” as pupils move through the school.
<p>Closing of the gap between PP and non PP pupils (Challenges 1-5)</p>	<ul style="list-style-type: none"> ● Performance in assessments throughout the school year and summative, external examinations in line with non-PP peers 	<ul style="list-style-type: none"> ● Data above ● Blue Support mentoring ● STEP (Cycle 1 29% PP, Cycle 2 28% PP, Cycle 3 25% PP) ● All PP student in Y10 (47) and Y11 (43) were provided with science revision guides and English Language books (Y11). ● Equal Education tutoring for some LAC students (5 of our 8 LAC students) Positive boost in confidence for some pupils; logistically challenging for others who lacked motivation. 	<ul style="list-style-type: none"> ● Continued forensic analysis of PP progress – bespoke and specific interventions and mentoring to continue in a timely manner

<p>For any barriers to effective participation in the school day to be removed - both learning and attendance (Challenge 4)</p>	<ul style="list-style-type: none"> ● Increased pupil participation in events and school activities 	<ul style="list-style-type: none"> ● Re-launch of Canny Clean with school council. Bake sale to raise funds, supplies bought and distributed. Some contribution from PP budget too. ● Breakfast club in term 1 to help with transition. Free toast and TA support to prepare for the day ● Free brass music lessons for six year 7 PP students ● STEM week attendance: 47 PP pupils, 29% of overall group 	<ul style="list-style-type: none"> ● To continue
<p>Increased independence via homework completion (Challenge 2 and 4)</p>	<ul style="list-style-type: none"> ● Reduced number of sanctions for lack of homework. 	<ul style="list-style-type: none"> ● Homework club - 30% PP attendance ● Evidence in place to show improvement in number of debits once directed to homework club 	<ul style="list-style-type: none"> ● Continue to monitor impact of homework club with all key stages. ● Continue to run supported study sessions for Y11 students at lunchtimes and after school.
<p>To improve pupil mental health and wellbeing (Challenge 5)</p>	<ul style="list-style-type: none"> ● Improvement in results from the MSLSS survey from the start of the year. ● Pupil voice ● HoH reports ● Reduction in CPOMs incidents 	<ul style="list-style-type: none"> ● MH ambassador relaunch, more year groups now included ● Wellbeing room/library now open for support in lesson time and in social time. 22% of users are PP at KS3 and 39% of users at KS4 are PP. ● Blue support mentoring (30% PP) ● Senior Mental Health Lead funding applied for, granted, Acting Deputy Headteacher undertaking training ● Increased counselling offer (includes virtual counselling as well as 5 days per week on site) ● Mental health audit and action plan completed 	<ul style="list-style-type: none"> ● Further development of wellbeing area ● Continued access to MHFA training ● Development of ISU ● Further development of use of ambassadors

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Brilliant Club - The Scholars Programme and Maths Circle and Biology tutoring	The Brilliant Club
The National Tutoring Programme	Brilliant Club Tutoring Equal Education

Further information (optional)

Our PP strategy employs a learning led approach, not a label led approach, ensuring we use robust data to target pupils who need the support most. Our 5 key challenges tie in to our whole-school development plan and we plan to use the EEF implementation guide to support in discussions on how to strategically explore and identify challenges and allow us to build in regular opportunities to evaluate the impact of the strategies we have chosen to support our aims, allowing us to have responsive “exit ramps” to pause, amend or stop initiatives if we believe our actions are not having an impact.

We are aware of pupils who face multiple hurdles of disadvantage (such as FSM, SEND etc) and our needs-driven approach allows us to target the most effective support for those pupils based on needs, rather than labels.

Our school has an evolving cohort with increased diversity in younger years in particular due to changes in schools in the local area. We have a larger intake than ever before. The school has just opened a building extension to cater for growing pupil numbers and we have ambitious targets for increased pupil numbers at Key Stage 5 too. Our PP strategy is designed to allow us to extend the impact and sustain the covid bounceback strategies we have in place to ensure all pupils, from all backgrounds are able to succeed in school life at St. Wilfrid’s.