



## 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	Bellerive FCJ Catholic College
Number of pupils in school	795 (Y7-11)
Proportion (%) of pupil premium eligible pupils	31% (250 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	B.Hickey
Pupil premium lead	P.Lucas/H.Taylor
Governor / Trustee lead	Sr Brenda Wallace fcj

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222610
Recovery premium funding allocation this academic year	£63000
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)	£285610 (N/A)

### Part A: Pupil premium strategy plan

#### Statement of intent

**Our intention is to fulfil our duty and our FCJ mission to provide equal opportunities for all students irrespective of backgrounds or experiences. This involves creating a level playing field for students so that all can access the curriculum and achieve their personal best.**

Our intent is for our Disadvantaged pupils to



- achieve in line with their non-disadvantaged peers nationally
- to have high aspirations and ambition
- to be confident young women who are able to articulate their ideas and opinions
- to participate in a range of extra curricular activities
- to broaden their knowledge and experiences of the world around them

Our pupil premium strategy plan uses the EEF 3 tiered approach to provide additional support in the following ways:

### **1. Teaching:**

- All staff embed FIRST CLASS approach in day to day teaching
- Progress of Disadvantaged pupils is a focus for all staff
- Assessment and therapy processes across the curriculum, including in Reading, effectively identify and address gaps in knowledge, allowing for early intervention in particular where education has been hindered most due to the pandemic or otherwise
- High quality teaching is at the heart of our approach with a focus on recall and retention resulting in pupils knowing and remembering more, benefiting all pupils
- Coaching triads will be introduced to increase the opportunities for staff to share and develop good practice; developing oracy is a key focus for our disadvantaged students
- Staff CPD will be a priority in areas where we recognise it will have the greatest impact on teaching and learning and ultimately pupil progress, particularly for the disadvantaged
- KS4 pupils benefit from smaller classes in Maths, where gaps in attainment have been evident in historical data; additional 7<sup>th</sup> set put in place Sept 2021

### **2. Targeted Academic Support:**

- In-house academic mentoring programme for Y11 Disadvantaged pupils promotes effective independent learning, supports and monitors progress towards SMART targets each week
- Pastoral mentoring initiative to be embedded across Y7-11 with a focus on Disadvantaged pupils
- Action Tutoring provides weekly tuition sessions in Eng or Maths for targeted KS4 Dis pupils through the NTP
- At least 80% of all intervention initiatives are directed at Disadvantaged or Vulnerable pupils; termly meetings with key staff ensures that targeted individuals receive any appropriate intervention
- HLTA employed specifically to deliver early intervention and small group Eng & Maths tuition at KS3, eventually reducing intervention needed at KS4

### **3. Wider Strategies:**

- Disadvantaged pupils are prioritised for careers and curriculum pathway support, and actively encouraged in the uptake of EBacc subjects
- Opportunities are sought to raise aspirations of Disadvantaged pupils through participation in Brilliant Club, Girls Network, Liverpool Aspire or similar



- Disadvantaged pupils are actively encouraged to participate in extra curricula activities; attendance is monitored and student voice sought to determine and address any barriers that prevent or hinder attendance at such activities.
- Attendance of disadvantaged students continues to be monitored closely; our expectation is that attendance for all is 97% or above and initiatives are put in place to highlight the importance of good attendance for all
- Promote positive mental health and well being through various strategies including HWB days, yoga and mindfulness/meditation sessions
- Increased parental involvement and improved attendance at key events (Parents Eve)
- Dis pupils are provided with digital devices, equipment and revision guides to support independent learning and ensure that independent study is not hindered by financial barriers
- Educational trips are funded for Dis pupils to ensure they benefit from the same school opportunities and experiences as their peers
- Peer mentoring and 'buddy systems' in place to support pupils via the 6<sup>th</sup> form
- Enrichment programmes and other school initiatives
- All pupils, including those who are Dis, benefit from our 'Free Bagels for all' at breaktime

## Challenges

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

Challenge number	Detail of challenge
1	KS2/CATs data shows that there has been an increased number of pupils working below age related expectations in Reading and Maths on entry, with a significantly higher proportion of these pupils being disadvantaged than non-disadvantaged (25% of current Y7 Dis were below ARE in both Reading and Maths, compared to only 9% of Non-Dis, 41% of Dis are below in Maths compared to only 26% of Non-Dis, 28% of Dis are below in Reading compared to only 14% of Non-Dis,).
2	Assessments across KS3 & 4 show that the progress of many of our disadvantaged pupils has been significantly impacted by the effects of the pandemic to a greater extent than for other pupils, resulting in gaps in knowledge and some pupils falling further behind age related expectations (these findings are supported by several national studies).
3	Uptake of EBacc subjects at KS4 is lower for Dis pupils than Non Dis, particularly in Languages. Gap in the proportion of pupils entered for EBacc



	measure has been in excess of 20% since 2019 but reduced to just a 5% gap in 2022; current Y11 (2023 cohort) however has a 17% gap
4	Attendance figures for Disadvantaged pupils historically show that attendance deteriorates as pupils progress through the school and the gap between Dis and Non-Dis attendance figures widens from Y7 to Y11 (current Y7 attendance gap is -1.2 Y11 gap is -4.4); current attendance figures for Dis drop steadily from 96% in Y7 (Non Dis = 97%) to 88% in Y11 (Non Dis = 93%). A higher proportion of Dis pupils are persistent absentees than Non-Dis (currently 21% of Dis cohort are PA compared to 14% of Non-Dis). Poor attendance rates for many Dis pupils has an evident negative impact on progress and attainment.
5	Proportion of pupils in need of emotional and social support, including those with anxiety and mental health issues, has increased significantly since the pandemic. These additional challenges can have a particularly negative affect on the progress and attainment of our Dis pupils
6	Observations and pupil surveys suggest that Dis pupils do not have the same wider personal development opportunities and social experiences outside of school as their Non-Dis peers, often resulting in lower aspirations. Study culture outside of school is weak for many Dis students meaning some do not have access to the same positive study environment and support as their peers. Pupils need access to excellent careers advice to gives them the knowledge and confidence to retain high levels of ambition
7	Observations suggest our Dis students struggle with articulating their ideas orally and their overall oracy skills during lessons are often less secure than those of Non-Dis students.

### 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
Attainment gaps at KS3 are closing as a result of effective early intervention in Reading, English and Maths	<p>KS3 pupils who arrived below age related expectations receive high quality intervention support in Reading, English and Maths.</p> <p>Reading ages and assessment scores will show gaps are closing for targeted pupils.</p> <p>Teachers across all subjects will recognise the improvements in each individual's literacy and numeracy which will impact on overall achievement in all subjects.</p>



<p>Improved outcomes at KS4 for disadvantaged pupils including increased number of pupils achieving the EBacc measure.</p>	<p>P8 score for Disadvantaged students is positive or at least classified as 'broadly average' within confidence limits.</p> <p>Increased number of Dis pupils are entered for the EBacc measure so that figures are at least in line with school Non Dis figure.</p> <p>EBacc APS for Dis pupils is in line with Non Dis.</p>
<p>Sustained improved attendance figures for Dis pupils</p>	<p>Dis attendance figures meet school expectation of 97% throughout Y7-11. Proportion of Dis Persistent Absentees is reduced to be at least in line with Non-Dis figures.</p> <p>Whole school attendance strategies and reward systems embedded.</p>
<p>Sustained improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Reduction in number of Dis pupils referred to school counsellor or additional social and emotional support interventions.</p> <p>HWB Days embedded into school calendar</p> <p>Pupil voice/mental health surveys reflect less Dis students with concerns.</p> <p>Dis pupils and their parents engage in any offers of support</p> <p>Dis pupils attend extra curricula activities in line with Non-Dis peers</p>
<p>Dis pupils have high aspirations which are at least in line with that of their peers; they have access to, and make effective use of, quality careers advice and actively engage with activities to widen their personal development further.</p>	<p>Destination data shows Dis pupils are successful in securing appropriate places at the next stages of their education/employment.</p> <p>Pupil voice/discussions show Dis pupils are well informed on career and educational pathways and have the knowledge, confidence and ambition to achieve success</p> <p>Work experience placements are carefully selected to ensure Disadvantaged are offered placements which will assist in raising aspirations</p> <p>Dis pupils are actively involved in Brilliant Club, Girls Network and Raising Opportunities to help improve aspirations.</p>



	<p>Dis pupils benefit from Study skills sessions which are delivered to all key examination groups</p> <p>Dis pupils are provided with the appropriate equipment (laptops, study guide) needed to support independent study to ensure financial barriers do not hinder success.</p>
<p>Dis pupils willingly and confidently articulate ideas and opinions in lessons and actively participate in activities to develop oracy skills</p>	<p>Observations reflect increased oracy opportunities across all lessons.</p> <p>Increased opportunities/uptake for Dis pupils in terms of involvement in class assembly, school liturgy, debate mate and other public speaking situations.</p>

### 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: £ 48, 685**

Activity	Evidence that supports this approach	Challenge number(s) addressed	R/A/G (2022-23)
<p>Additional set in KS4 Maths reduces class sizes and allows for high quality teaching, resulting in a higher proportion of pupils entered for Higher level Maths.</p> <p><a href="#">Link to SIP 3.1</a></p>	<p>Reducing class size has positive impacts of +2 month, on average.</p> <p>Smaller classes impact upon learning, allowing teachers to have higher quality interactions with pupils, allowing increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p> <p><a href="#">Reducing Class Size EEF</a></p>	2	
<p>Embedding of recall and retention strategies through CPD activities and Coaching Triads.</p> <p>This will involve ongoing teacher</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2	



training, support and release time. <a href="#">Link to SIP 3.1</a>			
Increase Oracy opportunities inside and outside of lessons; fund staff training/CPD opportunities and funding of trips and pupil activities including Debate Mate	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum <a href="#">Oral Language Interventions EEF</a>	7	

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

Budgeted cost: £ 64, 925

Activity	Evidence that supports this approach	Challenge number(s) addressed	R/A/G (2022-23)
HLTA provides Eng/Ma KS3 intervention (new HLTA appointed Sept 22) <a href="#">Link to SIP 3.2</a>	Small group tuition has an average impact of four months' additional progress over the course of a year . Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Improving Literacy in Secondary Schools</a> guidance	1 & 2	
Action Tutoring work with targeted group of Y10 & 11 pupils in Eng or Maths providing weekly tuition <a href="#">Link to SIP 3.2</a>	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Pupil voice from previous years shows that pupils have found this approach beneficial to their progress in these Core subject areas	2	



<p>Targeted Reading support programme embedded to improve reading ages of those identified as below ARE</p> <p><a href="#">Link to SIP 3.5</a></p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	<p>1 &amp; 2</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 172, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	R/A/G (2022-23)
<p>Attendance officer/Family Liaison Officer continues to work with Dis pupils and families to improve attendance. Whole school attendance initiatives and rewards embedded/.</p> <p>Purchase of Classcharts &amp; Communications modules to improve school attendance procedures, communications with parents and to support rigorous weekly monitoring of attendance data and how it compares with FFT National figures</p> <p>Create a safe, supervised space (R&amp;R room) for those pupils who need re-integration after a significant period of absence or for those who have a genuine need for respite due to mental health, anxiety or other medical</p>	<p>National studies and school data shows that poor attendance has a negative impact on progress and attainment. DfE research (2012) on <a href="#">improving attendance at school</a> found that: Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</p> <p>73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades A*-C</p> <p>See also principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>4</p>	





<p>issues and are struggling to cope in a 'normal' classroom environment 5 periods per day/25 periods per week.</p> <p><a href="#">Link to SIP 5.2</a></p>			
<p>Provide additional support for pupils experiencing social, emotional or mental health issues through School Counsellor, Family Liaison Officer and Pastoral Support Mentor (appointed Sept 2022).</p> <p>Pastoral Support Mentor to provide one to one support session for targeted pupils as well as small group sessions to improve self esteem and confidence through delivering the React programme.</p> <p><a href="#">Link to SIP 5.1</a></p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="#">Social-and-emotional-learning EEF</a></p> <p>EIF's report on adolescent mental health found good evidence that interventions which support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5	
<p>Provide pupils with the necessary study guides and digital devices to support their independent study</p> <p><a href="#">Link to SIP 3.2</a></p>	<p>School led Pupil surveys highlight the high proportion of our Dis pupils that do not have access to digital devices or Study Guides/Revision aids to support their independent learning. Providing these materials for those who need them, mean that these pupils are not disadvantaged due to financial barriers.</p>	6	
<p>Increase aspiration and extra curricular opportunities which broaden horizons and develop skills</p> <p><a href="#">Link to SIP 3.2</a></p>	<p>Although research suggests that different socioeconomic groups have similar levels of aspiration for their future outcomes, aspiration interventions with an academic component can be effective.</p> <p><a href="#">Aspiration Interventions EEF</a></p> <p>School Pupil voice and feedback from those who have participated in initiatives such as the Brilliant Club and Aspire has been exceptionally positive, giving pupils the confidence to access</p>	6	



	<p>the most competitive universities and career pathways. Other extra-curricular activities, such as sport and instrumental lessons, have also been shown to promote wellbeing and concentration</p> <p>Trips to universities and personalised careers advice are also shown to raise aspirations and increase motivation.</p>		
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**Total budgeted cost: £ 285, 610**

**Part B: Review of outcomes in the previous academic year (completed HT Dec 2022)**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**Teaching priorities for 2021-22**

<b>Activity</b>	<b>Review (Dec 2022)</b>
<p>Additional set in KS4 Maths reduces class sizes and allows for high quality teaching, resulting in a higher proportion of pupils entered for Higher level Maths.</p> <p><a href="#">Link to SIP 3.1</a></p>	<p>7 Maths sets in Y10 and Y11 put in place Sept 2021.</p> <p>Average KS4 Ma class size 2021-22 = 21 pupils; largest class = 28 (Av KS4 2020-21 Class Size= 25 pupils, largest class = 30)</p> <p>Proportion of pupils entered for Higher 2021-22 = 48% (2020-21 = 40%)</p> <p>8 Maths Sets in new Y7 Sept 22 (PAN increased from 150 to 180).</p> <p>Significantly improved results in Maths particularly at 5+ with 63% of 22 cohort achieving 5+ (Nat girls = 57%) and 77% achieving 4+ (Nat girls = 75%)</p> <p>Ma P8 much improved.-0.18 (+0.01 excluding AP)</p>
<p>Embedding of recall and retention strategies through CPD activities and Coaching Triads.</p> <p>This will involve ongoing teacher training, support and release time.</p> <p><a href="#">Link to SIP 3.1</a></p>	<p>Coaching Triads introduced Jan 2022 (INSET 28/01/22).</p> <p>Time dedicated to allow triads to participate in observations and coaching conversations. Additional time dedicated to Triads in Sept 22 and programme scheduled to continue through 2022-23.</p> <p>Recall and retention strategies evident in lesson observations and book scrutinies. New assessment model follows 'curriculum progression model' and ensures prior knowledge as well as 'new' knowledge is assessed.</p> <p>Sharing of good practice, including recall and retention strategies happens frequently at whole staff briefing.</p> <p><i>"Teachers choose appropriate activities to help pupils to learn and remember more." (OFSTED Oct 2021)</i></p>



<p>Increase Oracy opportunities inside and outside of lessons; fund staff training/CPD opportunities and funding of trips and pupil activities including Debate Mate</p>	<p>Debate Mate Club has run effectively since Nov 21 with 38 members from Y7-10 in 2021-22. Staff continue to promote Oracy opportunities for Dis pupils in lessons, through presenting in assemblies and otherwise. Oracy also promoted through FCJ Passport in Y7 Spring/Summer term 21-22.</p>
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#### Targeted academic support for 2021-22

Activity	Review (Dec 2022)
<p>HLTA appointed from Jan 22 to provide Eng/Ma KS3 intervention <a href="#">Link to SIP 3.2</a></p>	<p>HLTA appointed in Jan 22 and provided 1 hr per week Eng tuition for 12 pupils in each of Y7,8 &amp; 9, 1.5 hrs per week Ma tuition for 18 pupils in each of Y7 &amp; 8 (see appendix A Pg 18 for further details). New HLTA appointed Sept 22 due to previous post holder leaving.</p>
<p>Action Tutoring work with targeted group of Y11 pupils in Eng or Maths providing weekly tuition <a href="#">Link to SIP 3.2</a></p>	<p>Action Tutoring in place as of Oct 21. 16 Y11 students engaged in the full programme (Oct - June) receiving 1 hr tuition per week in Eng or Ma (8 pupils each). Pupil feedback was positive; 6 out of the 8 students involved in Eng tuition achieved 4+. All 8 students involved in Ma tuition achieved grades 4+, with half of this cohort achieving 5+ (all students involved were working at grades 1-3 at start of programme). School Led Academic Mentoring Programme was in place for 20 Y11 Dis students, which had a positive impact on those involved and contributed to improved Dis P8 of -0.08 (excluding AP students Dis P8= +0.32)</p>
<p>Targeted Reading support programme embedded to improve reading ages of those identified as below ARE <a href="#">Link to SIP 3.5</a></p>	<p>HLTA &amp; Librarian completed initial training in new reading programme 'That Reading Thing'. 20 'red readers' (sig below chronological age) across Y7-11 identified. HLTA &amp; Librarian delivered 5 hrs per week of Reading intervention programme to identified pupils from Jan 22. Annual NGRT tests continue to assist in monitoring of progress and identifying new cohorts. 21-22 reading intervention cohort still to complete NGRT tests to assess impact. Change in HLTA, Librarian and Reading Intervention co-ordinator means new staff need to be trained to deliver the agreed Reading Intervention programme for 22-23.  <i>"Leaders accurately identify those pupils who have fallen behind with their reading. They have put in place a successful reading programme to help these pupils to catch up quickly. Students in the sixth form also use their reading expertise to help with younger pupils to develop their reading fluency. As a result, by the end of key stage 3 most of these pupils read with confidence. (OFSTED 2021)</i></p>



## Wider strategies for 2021-22

Activity	Review (Dec 2022)
<p>Attendance officer to work with Dis pupils and families to improve attendance. Whole school attendance initiatives and rewards embedded</p> <p><a href="#">Link to SIP 5.2</a></p>	<p>Attendance officer worked with Dis families of Y7-11 PA pupils to improve attendance.</p> <p>FFT Nat FSM attendance fig for 21-22 = 84.9%</p> <p>Bellerive FSM attendance fig = 82.5%</p> <p>FFT Nat All attendance fig = 89.4%</p> <p>Bellerive All attendance fig = 89.0%</p> <p>Bellerive school gap (FSM vs Non FSM) = -5.3%</p> <p>Nat gap = -6.4%</p> <p>Attendance rewards were put in place both termly and more frequently</p> <p>Attendance is a whole school priority for 22-23 and work has already started to raise the profile of attendance with all staff.</p>
<p>Provide additional support for pupils experiencing social, emotional or mental health issues through school counsellor and attendance/welfare officer</p> <p><a href="#">Link to SIP 5.1</a></p>	<p>KW and LB worked with a significant number of DIS &amp; Vulnerable pupils.</p> <p>HhA used Oxwell Survey results to work with HoY on specific focus areas to help improve Mental Health.</p> <p>Health &amp; Well Being Days ran during Spring/Summer term with many external companies delivering sessions linked to key Mental Health &amp; Well Being Issues.</p> <p>Pastoral Support Mentor employed as of Sept 22 to provide additional support .</p>
<p>Designated Pupil Premium Champion appointed to assist in monitoring the impact of whole school strategies</p> <p><a href="#">Link to SIP 3.2</a></p>	<p>Post was advertised in Spring term and appointment made for start of summer term.</p> <p>PP Champion engaged with Dis families in the summer term who had not attended parents evening, met with parents of pupils who were progress concerns and mentored a number of Dis pupils.</p> <p>Post holder taken on new responsibilities as of Sept 22 and relieved of PP Champion role. Role of PP Co-ordinator moved to PL as of Sept 22</p>
<p>Provide pupils with the necessary study guides and digital devices to support their independent study</p> <p><a href="#">Link to SIP 3.2</a></p>	<p>All Dis Y7 &amp; Y12 pupils offered a school laptop. Y8 – 13 pupils retained laptops from last year.</p> <p>Total of 200 laptops provided for pupils in Y7-13.</p> <p>Sci Calculators provided for any Dis pupil without.</p> <p>KS4 Revision guides provided for all Dis pupils.</p> <p>Thesaurus/Dictionary provided for all Y7 Dis pupils below ARE in Eng.</p>



	Ma CGP Targeted workbooks provided for all Y7 Dis pupils below ARE in Maths
Increase aspiration and extra curricular opportunities which broaden horizons and develop skills <a href="#">Link to SIP 3.2</a>	<p>In response to pupil survey conducted in March 2020, 15+ new extra curricular activities introduced in 21-22 including Debate Mate, Art Club, Film Club, Boardgames Group, Chess Club, Martial Arts, Anime and Manga. And Life Sciences..</p> <p>Selected cohort from Y12/13 worked with Girls Network and Aspire.</p> <p>Brilliant Club worked with a small cohort throughout the summer term.</p> <p>New 6<sup>th</sup> form Enrichment programme provided opportunities for extra curricular activities such as visiting the Tate, Central Library, Local University events, etc</p> <p>FCJ Passport trialled in the summer term with Y7 to promote involvement in Extra Curricular activities.</p> <p>Cultural Capital workbooks produced in summer term to promote cultural visits and provide 'free' activities for Y6/Y7 cohorts.</p>

#### 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
Action Tutoring	NTP
Connexus Tutoring	NTP

#### Service pupil premium funding (optional)

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

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



### Further information (optional)

- All staff embed FIRST CLASS approach in day to day teaching:
  - F**irst – Disadvantaged are FIRST marked, FIRST asked, FIRST checked
  - I**dentified – in seating plans, trackers, meetings, for additional resources
  - R**elentlessly challenged – through questioning, verbal feedback, targets
  - S**eated strategically – through peer selection and position
  - T**alked to – in and after lessons, on corridors, break time, calls home
  - C**hallenge – keep the most able students engaged by ensuring that work is sufficiently demanding and involves them learning new things every lesson
  - L**ink – set tasks that develop students’ ability to synthesise information from different parts of the syllabus and curriculum
  - A**pply – build in opportunities to deepen understanding through tasks that require students to relate their learning to real-life situations
  - S**tretch – finding something hard doesn’t mean a limit has been reached. Students grappling to master established skills and to develop new ones, encouraging them to always go further
  - S**upport – learning should be hard and even the most able need encouragement and guidance through skilful questioning that facilitates and deepens understanding
- Any new staff have a scheduled induction session on our whole school First Class approach and our commitment to ensuring ‘Disadvantaged’ pupils achieve as well as their peers, delivered by PP Lead.
- GL assessments are used on entry to help identify target groups, particularly in reading.
- NGRT Reading tests are sat annually to monitor progress in reading.
- Whilst external tutors have proved to be effective for some pupils in the past, it was deemed to be much more beneficial to have a full time (temporary) member of staff in position to provide this support. With increasing numbers of pupils arriving below ARE, this provision was deemed necessary, as restrictions due to timetabling and staff workload has often hindered/prevented additional ‘in house’ support at KS3. Early intervention at KS3, we hope will eventually reduce required intervention at KS4
- Since offering 3 options to our KS4 pupils we have seen an increase in the number of pupils studying the EBacc subjects. However the proportion of Disadvantaged pupils entered for the EBacc measure has still been lower than Non-Dis and National All in previous years. Our 2022 cohort (current Y11) is the first cohort where we hope that our EBacc entry for Dis will fall in line with National All figures. SLT will continue to host ‘Option Guidance’ meetings which have been successful in recent year, with individual DIS pupils to actively encourage and promote the EBacc subjects

*% of DIS pupils entered for EBacc Measure in 2019=10%, 2020=23%, 2021=30%, 2022 = 38%*



**Appendix A: HLTA Timetable Sept 2022**

**Weekly rolling timetable (25 hrs):**

	Y7	Y8	Y9	Total per week
Maths Intervention	3 hours (up to 18 pupils; up to 6 students per hour/group)	3 hours (up to 18 pupils; up to 6 students per hour/group)	3 hours (up to 18 pupils; up to 6 students per hour/group)	9 hrs (36%)
English Intervention	3 hours (up to 18 pupils; up to 6 students per hour/group)	3 hours (up to 18 pupils; up to 6 students per hour/group)	3 hours (up to 18 pupils; up to 6 students per hour/group)	9 hrs (36%)
Reading Intervention	5 hours (10 x 30 mins sessions; 10 students in total across KS3, identified by BP [SENDCo])			5 hrs (20%)
PPA				2 hours (8%)



### Example – HT2

AUTUMN HALF TERM 2							
W/C	31-Oct	07-Nov	14-Nov	21-Nov	28-Nov	05-Dec	12-Dec
WEEK	B	A	B	A	B	A	B
<b>7ENG1</b>	Mon P1	Mon P1	Mon P2	Mon P2	Mon P3	Mon P3	Mon P4
<b>7ENG2</b>	Tues P3	Tues P3	Tues P4	Tues P4	Tues P5	Tues P5	Wed P1
<b>7ENG3</b>	Fri P2	Fri P2	Fri P3	Fri P3	Fri P4	Fri P4	Fri P5
<b>7MAT1</b>	Mon P4	Mon P4	Mon P5	Mon P5	Tues P1	Tues P1	Tues P2
<b>7MAT2</b>	Thurs P5	Thurs P5	Fri P1	Fri P1	Fri P2	Fri P2	Fri P3
<b>7MAT3</b>	Wed P3	Wed P3	Wed P4	Wed P4	Wed P5	Wed P5	Thurs P1
<b>PPA 1</b>	Mon P5	Mon P5	Tues P1	Tues P1	Tues P2	Tues P2	Tues P3
<b>PPA 2</b>	Thurs P1	Thurs P1	Thurs P2	Thurs P2	Thurs P3	Thurs P3	Thurs P4
<b>8ENG1</b>	Tues P1	Tues P1	Tues P2	Tues P2	Tues P3	Tues P3	Tues P4
<b>8ENG2</b>	Thurs P2	Thurs P2	Thurs P3	Thurs P3	Thurs P4	Thurs P4	Thurs P5
<b>8ENG3</b>	Fri P3	Fri P3	Fri P4	Fri P4	Fri P5	Fri P5	Mon P1
<b>8MAT1</b>	Mon P2	Mon P2	Mon P3	Mon P3	Mon P4	Mon P4	Mon P5
<b>8MAT2</b>	Tues P4	Tues P4	Tues P5	Tues P5	Wed P1	Wed P1	Wed P2
<b>8MAT3</b>	Wed 5	Wed 5	Thurs 1	Thurs 1	Thurs 2	Thurs 2	Thurs 3
<b>Reading 1</b>	Tues P5	Tues P5	Wed P1	Wed P1	Wed P2	Wed P2	Wed P3
<b>Reading 2</b>	Wed P1	Wed P1	Wed P2	Wed P2	Wed P3	Wed P3	Wed P4
<b>Reading 3</b>	Thurs P4	Thurs P4	Thurs P5	Thurs P5	Fri P1	Fri P1	Fri P2
<b>Reading 4</b>	Fri P4	Fri P4	Fri P5	Fri P5	Mon P1	Mon P1	Mon P2
<b>Reading 5</b>	Wed P4	Wed P4	Wed P5	Wed P5	Thurs P1	Thurs P1	Thurs P2
<b>9ENG1</b>	Mon P3	Mon P3	Mon P4	Mon P4	Mon P5	Mon P5	Tues P1
<b>9ENG2</b>	Wed P2	Wed P2	Wed P3	Wed P3	Wed P4	Wed P4	Wed P5
<b>9ENG3</b>	Fri P5	Fri P5	Mon P1	Mon P1	Mon P2	Mon P2	Mon P3
<b>9MAT1</b>	Tues P2	Tues P2	Tues P3	Tues P3	Tues P4	Tues P4	Tues P5
<b>9MAT2</b>	Thurs P3	Thurs P3	Thurs P4	Thurs P4	Thurs P5	Thurs P5	Fri P1
<b>9MAT3</b>	Fri P1	Fri P1	Fri P2	Fri P2	Fri P3	Fri P3	Fri P4

#### Notes:

- Rolling programme; student's sessions at different times each week (to ensure no subject is disproportionately impacted and student's full curriculum is not adversely impacted).
- HLTA reading intervention is 50% of full reading intervention cohort. Ten students also with Miss A. Peters (timetabled by BP).
- Cohort is reviewed each HT and a new timetable is issued. E.g. HT2 – 40% PP and 40% SEND.