



King Edward VI School 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 students.

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
King Edward VI School	
Number of students in school	1195 (census)
Proportion (%) of pupil premium eligible students	26.6% (census) 315
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan 2021 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	B Tucker
Pupil premium lead	B Tucker
Governor	J Tyers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,890
Recovery premium funding allocation this academic year	£35,387 (tbc)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,038
Total budget for this academic year	£310,315



Part A: Pupil premium strategy plan

Statement of intent

King Edward VI School is a mixed comprehensive school with inclusion and well-being at the centre of a Christian ethos, defining us within the context of a voluntary church school.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. 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 take into consideration particular challenges faced by vulnerable pupils, such as those who have a family liaison worker, social worker and those who are young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers, but a key priority for the school (and included within our School Development Plan) is the eradication of the gap between disadvantaged students and non-disadvantaged students.

To do this we must focus on high quality inclusive and adaptive teaching informed by the **latest research** from the Education Endowment Fund, Sutton Trust and Marc Rowland. Our strategy also to target the **specific barriers** to learning encountered by our disadvantaged students so that they can become successful learners.

The Education Endowment Fund (EEF) research has shown that the strategies we have chosen have the greatest impact on closing the disadvantage attainment gap, whilst at the same time benefiting all students in our school.

Our PP strategy works in conjunction with the school's Catch up Funding Strategy for whole school post-Covid education recovery. Catch-up tutoring via the National Tutoring Programme for students whose education has been worst affected, also includes non-disadvantaged students.

Our strategy is responsive to the school's requirements and bespoke to individual needs. We aim to demonstrate impact on attainment and attendance of targeted students: both disadvantaged and non-disadvantaged. To ensure good use of the funding we will:

- Place Pupil Premium Funding/Disadvantaged attainment as a priority within our School Development Plan (SDP Priorities Leadership 1, 5, 6, 7, 8. SDP Priorities: Inclusion 1,2,3,4)
- Adopt a whole school approach to ensure all staff take responsibility for the outcomes of disadvantaged students and raise their expectations on what can be achieved.
- Ensure that disadvantaged students are prioritised for interventions, Careers advice, our extra-curricular offer, parents' evening meetings etc.
- Provide early testing and intervention on identified students

We have used the DFE guidance: [Pupil premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium)



Challenges

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

Challenge number	Detail of challenge																				
1 Gaps in Attendance	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students is around 3-4% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is having significant negative impact on disadvantaged students' progress, FSM students in particular. This is a safeguarding concern as well a concern for the students' social and emotional wellbeing.</p>	To Term 3	2021-22	2020	2019																
		PP	86.3	88.4	91.0																
		Non-PP	91.5	95.1	95.3																
		Whole School	89.9	93.0	95.0																
2 Gaps in Reading	<p>Low levels of literacy and reading comprehension on intake from Year 6 impacts upon their progress in all subjects' progress and attainment in KS3. This gap remains steady during our students' time at our school.</p> <p>There has been an increase (+2.5%) in the proportion of PP students who are below their chronological reading age from Y7 (8.9%) to Y9 (11.4%).</p>																				
3 Gaps in Numeracy	<p>The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks often linked to literacy (see challenge above). Low levels of numeracy on intake from Y6 impacts upon progress and attainment in KS3.</p>	MATHS – KS 3 Y7 internal assessments:																			
		2021/22 Levels	PP	2.7																	
			Non PP	3.5																	
		2020/21 Scores	PP	98.2																	
Non PP	100.8																				
2019/20	PP	97.6																			
	Non PP	100.7																			
4 Gaps in attainment	<p>Our data from primaries, internal assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by school closures to a greater extent than for their peers. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations. Teachers are not always precisely matching the learning to students' needs.</p> <p>Teachers need to be skilled up to provide focused and adaptive teaching to address the widening gap in attainment between PP and Non-PP students due to COVID impact on attendance and engagement specifically.</p>	<p>KS4 attainment for disadvantaged pupils 2021</p> <table border="1"> <caption>KS4 attainment for disadvantaged pupils 2021</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>3.2</td> <td>5.5</td> <td>5.5</td> </tr> <tr> <td>2020</td> <td>4.8</td> <td>5.6</td> <td>5.6</td> </tr> <tr> <td>2021</td> <td>4.0</td> <td>5.5</td> <td>5.5</td> </tr> </tbody> </table>				Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2019	3.2	5.5	5.5	2020	4.8	5.6	5.6	2021	4.0	5.5	5.5
Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)																		
2019	3.2	5.5	5.5																		
2020	4.8	5.6	5.6																		
2021	4.0	5.5	5.5																		
5 Social and Emotional Issues	<p>Our assessments (including wellbeing surveys), observations and discussions with students and families have identified social and emotional issues for many students, including anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment. During the pandemic, referrals for support (including safeguarding referrals) markedly increased to over 100 students (26 of whom were disadvantaged) required additional professional support with social and emotional needs.</p>																				



6 Metacognition	Our observations suggest many lower attaining disadvantaged students lack resilience but also metacognitive/self-regulation strategies when faced with challenging tasks. This notably impacts their engagement and behaviour in lessons and the quality of their written work.
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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
Reduce the attainment gap between non-disadvantaged students and disadvantaged students eligible in Key Stage 4 across the curriculum over the next 3 years.	<p>By the end of our current plan in 2023/24, disadvantaged students KS4 achieve:</p> <ul style="list-style-type: none"> an Attainment 8 of 4.8 <p>Year 1 Target Progress 8 Disadvantaged: 0.0 Whole school target P8 is +0.3%</p> <p>Year 1 Target: Attainment 8 Disadvantaged: 4.3 Whole school is 4.8</p> <p>Year 1 Target % Grade 5+ in English and maths Disadvantaged: 34% Whole school is +0.3</p> <p>Three-year aim: reduce attainment gap between disadvantaged and non-disadvantaged students. School attainment to be at least in line with national averages for similar schools.</p>
Disadvantaged students achieve good progress across the curriculum as a result of improved reading and literacy skills	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a reduced gap between the scores of disadvantaged students and their peers. Teachers should also have recognised this improvement through engagement in lessons and book looks. Key Stage 3 data will show disadvantaged students closing the gap with non-disadvantaged peers and both are making good progress compared to similar schools nationally. Evidence in books and assessments show that poor literacy is no longer a barrier to good progress
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects. Improved engagement, resilience and academic progress	<p>Whole school monitoring shows disadvantaged students are resilient and consequently able to monitor and regulate their own learning. This finding is evident in the quality of written work and in achievement and progress.</p> <p>Reduce the proportion of FTE exclusions/internal exclusions and detentions for PP students in line with non-PP students.</p>
Improved attendance for all students and a significant reduction in persistent absence.	<p>Improved attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all students at 95% or above, and a significant reduction in the attendance gap between disadvantaged students and their non-disadvantaged peers Persistent absence significantly reduces year on year over 3 years From 61% (of students who met threshold) to 6% (of students who met threshold) <p>Year 1 Target: Disadvantaged attendance improves to 92% (2020-21 = 91.6%) FTE/detentions</p>
Improved attendance and engagement in extra-curricular activities.	<p>The proportion of PP Students attending extra-curricular activities is equal to the % of disadvantaged students in the school: 27%</p> <p>Increased numbers of disadvantaged students achieving success in accredited programmes e.g D of E, Artsbox</p>



Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Professional Development (CPD) via PD days and twilight/coaching to develop metacognitive and self-regulation & resilience skills in all students. This will involve ongoing teacher training and support and release time. We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Teaching metacognitive strategies to students helps them to become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ <p>The EEF guidance report suggests a focus on the mechanisms of effective professional development, framed around four key areas:</p> <ul style="list-style-type: none"> - Building knowledge - Motivating teachers - Developing teacher techniques - Embedding practice 	<p>2,3,4,5</p>
<p>Whole school literacy strategy to improve reading, writing and oracy, led by seconded AHT for teaching and learning</p>	<p>Senior Leader appointed to lead on whole school Literacy targets/strategy. Supporting teachers to acquire disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Ranked in the top three in the EEF Teacher Toolkit are reading comprehension strategies and oracy language interventions.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,5</p>
<p>Secondment of AHT to support improved sharing of impact of teaching & learning in English and Maths in all other subject areas. This will involve ongoing teacher training, support and release time.</p>	<p>Mastery learning is an important feature of the EEF research recommendations.</p> <p>The NCETM (National Centre for Excellence of Teaching Mathematics) encourages mastery to enable students to acquire a deep, long-term, secure and adaptable understanding of the subject.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</p> <p>Disadvantaged students with poor literacy skills struggle with problem solving questions in Maths. We need to improve reading comprehension, vocabulary and other literacy skills as they are heavily linked with attainment in maths and English:</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	<p>2,3,4,5</p>



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

Budgeted cost: £122,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Intervention Teacher/s (Maths & English) providing a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including HPA students</p>	<p>Using Recovery Funding from April 2022: Appointment of an academic intervention teacher who will be responsible for small cohorts of poor attenders, poor attainers, with lots of gaps in knowledge and skills in English and low levels of literacy. Targeted tuition, with carefully planned interventions, through regular meetings with teachers and leaders.</p> <p>Tutor/s provided to reduce gaps in knowledge and skills for maths and numeracy through targeted tuition & carefully planned interventions designed via regular meetings with teachers.</p> <ul style="list-style-type: none"> • One to one tuition EEF (educationendowmentfoundation.org.uk) <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Mastery learning is an important feature of the EEF research recommendations</p> <ul style="list-style-type: none"> • Mastery learning EEF (educationendowmentfoundation.org.uk) • https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics <p>Metacognition & self-regulation:</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation <p>Pre-teaching enables a deep understanding of the topic/subject and enhances language and understanding:</p> <ul style="list-style-type: none"> • MT26213.pdf (atm.org.uk) <p>Explicit teaching of tier 2 and 3 vocabulary across the school</p> <ul style="list-style-type: none"> • Tackling Educational Disadvantage Durrington Research School <p>Ranked in the top three in the EEF Teacher Toolkit are reading comprehension strategies and oracy language interventions.</p> <ul style="list-style-type: none"> • Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) 	<p>2,3,4,5</p>
<p>Review and the re-development of the Intervention Centre with Manager and Assistant to assess using Thrive and other purchased assessment tools (including NGRT and PASS) to provide bespoke interventions (including literacy and</p>	<p>Relationship building with students and their parents. Holistic approach to the whole child, involving external agencies and seeking support from specialists to support the child's needs Marsh and colleagues argue that researchers and practitioners should aim simultaneously to improve both academic self-concept and academic skills. Improve students' metacognition & self-regulation:</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 	<p>1,2,3,4,5,6</p>



<p>numeracy) for SEMH and EBSA students. This includes providing advice and training for school staff, collaboration with our local behaviour hub</p>	<ul style="list-style-type: none"> • Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net) <p>Students may be reluctant to persist at learning new skills unless they believe they are likely to succeed, especially if the task is challenging or they do not experience success at first (Pajares, 1996).</p> <ul style="list-style-type: none"> • Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net) 	
<p>Provision and funding for students who would benefit from a bespoke curriculum (including at West Suffolk College & other providers) to improve attendance and engagement</p>	<p>Providing alternative academic provision for targeted students who are disadvantaged and unable to access a mainstream academic provision following rigorous intervention and support via all other routes to try to prevent students from being excluded, or to re-engage students in their education</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 	1,2,3,4,5,6
<p>Use of a Graduate Intern (GI), to support students with bespoke interventions as well as homework support within Study Club</p>	<p>There is little research specifically on the use of Graduate interns and the impact they might have, but use of GIs within the school over the last 3 years has demonstrated good quality impact with students receiving support in reading recovery, literacy and numeracy interventions and that targeted PP students attend Study Club in proportion to non-PP students.</p> <ul style="list-style-type: none"> • Research and analysis overview: The deployment of teaching assistants in schools - GOV.UK (www.gov.uk) 	2,3,4,5

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

Budgeted cost: £ 90,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support to improve attendance and support SEMH including: Cognitive Behavioural Therapy (CBT), Mental Health (4YP) drop-in sessions/ workshops for specific students needing support with regulating their behaviour/emotions. For students requiring further support, a 40% contribution to Counselling provision</p>	<p>Early Intervention Foundation's (EIF) report on adolescent mental health showed good evidence that Cognitive Behaviour Therapy (CBT) support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <ul style="list-style-type: none"> • Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) <p>There is also evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <ul style="list-style-type: none"> • Cognitive Behavioural Therapy - Youth Endowment Fund <p>Improving a student's SEMH will also improve attendance. Our attendance and EBSA strategy will help to identify and support poor attenders.</p> <p>Embedding principles of good practice set out in DfE's</p>	1,4,5



	<ul style="list-style-type: none"> • Improving School Attendance advice. • Link to Attendance strategy link (via school website) 	
<p>Removal of the barriers to learning by supporting students to access school uniform and kit, essential school equipment, revision & study guides, trips including essential, curriculum related trips, peripatetic music provision, access to high quality careers education provision including funding support for college visits.</p>	<p>A range of research informs that removing barriers to learning supports attendance, engagement and therefore progress for disadvantaged students, in particular students in receipt of free school meals.</p> <p>An Updated Practical Guide to the Pupil Premium by Marc Rowland</p> <p>Learning Without Labels: Improving Outcomes for Vulnerable Pupils by Marc Rowland</p> <p>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way by Marc Rowland</p> <p>Using pupil premium EEF</p> <p>School Funding and Pupil Premium 2021 - Sutton Trust</p>	1,2,3,4,5
<p>Provide high quality safeguarding for the whole school and disadvantaged students in particular by use of an online reporting system for all staff a specialist access to Safeguarding Officer to promote contextual safeguarding issues to students, parents, and staff (including training)</p>	<p>Disadvantaged students, particularly those in receipt of free school meals are more likely to require support with safeguarding issues that are reported to the school. National research undertaken by children’s charities and services report a substantial increase in domestic abuse during the pandemic that has disproportionately impacted on PP students.</p> <p>https://learning.nspcc.org.uk/research-resources/2020/social-isolation-risk-child-abuse-during-and-after-coronavirus-pandemic</p>	1,4,5

Total budgeted cost: £ 313,122



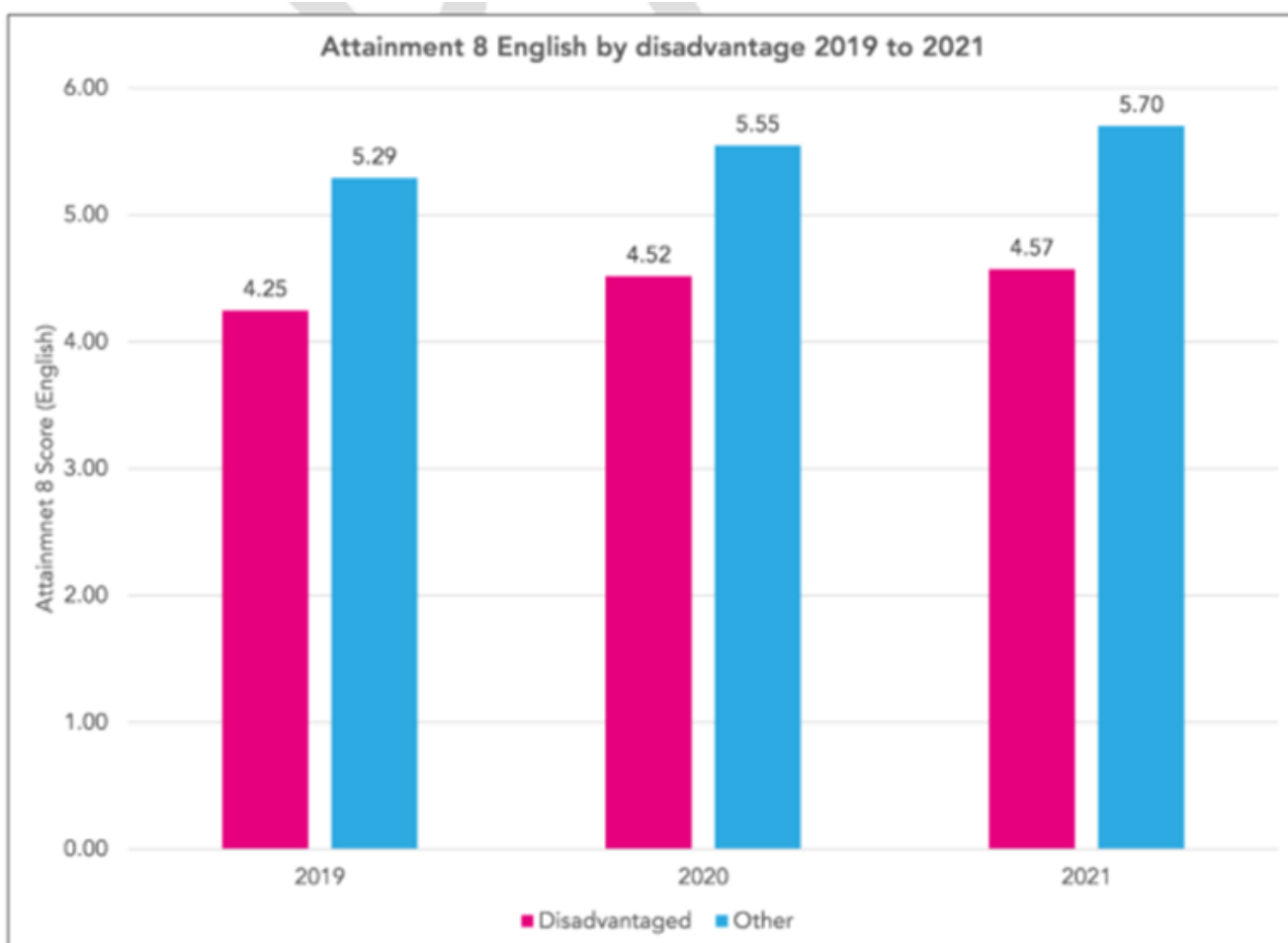
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Disadvantaged Students

When looking at the gap analysis, Attainment measure has improved over the 3 year period for both disadvantaged and other students. However, the gap between the two cohorts has widened slightly in 2021. (The attainment of the 'disadvantaged' group has improved by 0.32 whilst for 'other' students has improved by 0.41)
What does this tell us about the impact of strategy 2020 and 2021



When comparing the disadvantaged student gap with other schools in the FFT analysis, a gap of -1.13 for A8 in English exists nationally. Our school has a comparable gap of -1.1, indicating that our performance is in line with the national trend for 2021. Our English department performance does however identify underperformance for both disadvantaged (-0.83) and non-disadvantaged (-0.28) learners in P8 measures, which informs a greater emphasis on teaching and learning in English in the new strategy for 2021/22.



Source: <https://ffteducationdatalab.org.uk/2021/09/has-the-key-stage-4-disadvantage-gap-widened-this-year>

Pupils		Attainment					Progress		
		Attainment 8 (Overall) ▾			Progress 8 (Overall) ▾				
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	30	188	3.9	5.3	-1.4	-0.61	0.21	-0.82
Gender	Male	16	107	4	5.1	-1.1	-0.54	0.28	-0.82
	Female	14	81	3.7	5.6	-1.9	-0.68	0.13	-0.81
FFT Prior Attainment	Higher attainers	3	52	5	6.9	-1.9	-1.19	0.1	-1.29
	Middle attainers	10	58	4.4	5.4	-1	-0.59	0.27	-0.86
	Lower attainers	16	63	3	3.8	-0.8	-0.51	0.25	-0.76
SEN Group	SEN Support	1	19	4.1	3.9	0.2	-0.79	0.14	-0.93
	EHC Plan	1	3	1.8	4.7	-2.9	-0.23	0.58	-0.81
	No SEN	28	166	3.9	5.5	-1.6	-0.62	0.21	-0.83
Ethnic Group	White	25	165	4	5.4	-1.4	-0.68	0.24	-0.72
	Not White	5	23	3.1	4.7	-1.6	-1.24	-0.02	-1.22

We have analysed the data from Year 11 TAGs, Year 10 exams and KS3 progress data from Sum2 to identify the school priorities.

Our **school's gap to Non-Disadvantaged students nationally** has **improved by 3.4% to +6.1%** in 2020/21. Our internal assessments overall during 2020/21 suggested that the performance of disadvantaged students was lower than in the previous years in key areas of the curriculum (see above performance table).

The focus for 2021/22 is improving teaching and learning to accelerate progress for Disadvantaged/Free School Meals, SEN K students, LPA students (in that order). The disruption to learning last academic year (2020/21), caused by lockdown and bubble teaching, has exacerbated the gap between the progress of these students and their peers. The TAG data also points to the need for improved outcomes in English.

Our school's Disadvantaged cohort of 252 enrolments had an **Overall Absence of 10.1%**. This is **6.1%** higher than the **national Non-Disadvantaged cohort at 4.0%**. (data from Perspective Lite based on Census).

Despite year-on-year improvements with PP students', attendance and attainment (above national averages), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The reasons for these outcomes points primarily to Covid-19 impact. Modifications were made throughout the academic year to the plan and adjustments made for 2021/22 in light of extra funding received through Catch Up Premium for tutoring Interventions that were originally budgeted for within Pupil Premium Funding enabled a carry forward to 2021/22 of £32,000.

Like many schools across the country, and despite our best efforts to bring these students into school, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated to some extent by our resolution to maintain a high quality and full curriculum, including during periods of partial closure, which was aided by use of online resources and remote teaching, as well as our in-school provision. All PP students were targeted, and every effort was made by the SEN and Pastoral Teams to encourage parents/carers to encourage students to attend the school.

Although overall attendance in 2020/21 was 94.3%, the school's absence rate overall increased last year from 4.8 to 5.7 (which is in line with the national average). At times when all students were expected to attend school, absence among disadvantaged students was 3.5% higher than their peers and persistent absence 12.4% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan, in particular persistent absence in PP students, specifically FSM students.



4.3a Attendance: Years 7 - 11

Group	Full Year 2018/19 %	Full Year 2019/20 %	Full year 2020/21 %
Whole School	93.8	94.6	89.7
Male	93.7	94.7	89.7
Female	93.8	94.5	89.7
Pupil Premium	91.3	90.4	86.2
LAC	91.8	95.2	77.3
SEN	93.8	93.9	88.2
EHCP	93.8	89.5	86.5

Our internal monitoring of student behaviour data, progress and attainment shows that behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide further wellbeing support for all students, and increased targeted interventions where required.

Next Steps:

Our SEF for Autumn 2021 identifies the following areas for development for this year 2021/2022 and therefore this is within our School Development Plan priorities:

- Improve the quality of teaching overall to embed inclusive and adaptive teaching and high-quality feedback/assessment
- Realign the PP strategy to target all groups for improved attendance, progress and engagement with a particular focus on FSM
- Use the Recovery Premium funding to fund an English Intervention tutor
- Year 9 Students to be retested for NGRT reading to a) identify further progress made last year and b) identify weaknesses and provide opportunity for targeted intervention using PP funding
- Review curriculum offer for next year to reflect student needs
- Appoint an AHT Secondment focused on Teaching and Learning and the lead the whole school literacy strategy
- Development of whole school literacy strategy with members of SLT, SEN and subject teams. Weak skills in literacy are a major barrier to progress, attitude to learning and engagement for a significant number of students in the groups of concern – FSM, SEN K, LPA, boys
- Planning and delivering lessons catering for the needs of LPA and disadvantaged students, through checking their understanding and adapting teaching as necessary
- Embed the new assessment system in KS3 so that teachers make more consistent and effective use of assessment data to plan next steps in learning and use of feedback to ensure all students make good progress.
- Improve the use of homework to extend the curriculum, support learning and improve progress.
- Recover our previously excellent extra-curricular offer, whilst ensuring that a greater number of SEND and PP students are actively involved in these enrichment activities.
- Use the Online Parents Evening Booking System (or an alternative) to track pupil engagement in after school clubs and report data to governing body
- Personal development of FSM students, to ensure greater engagement with school, learning and extra-curricular opportunities.

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
Catch up tutoring	MyTutor
Catch up tutoring	Community School, Bury St Edmunds



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?	The school has 21 service children. Service Children are prioritised for 4YP Counselling provision and Pastoral Support Manager access, providing high quality pastoral support at point of need
What was the impact of that spending on service pupil premium eligible students?	All service children benefitted from: <ul style="list-style-type: none">• Reduced cost Trips/visits• Extra pastoral support• Pastoral contact prioritised during lockdown• In-School Provision during lockdown



Further information (optional)

Additional activities

Our pupil premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium Funding or Recovery Premium Funding. That will include:

- offering a wide range of high-quality extra-curricular activities to boost cultural capital, as well as improve 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 students will be encouraged and supported to participate.
- utilising support from our local Mental Health Support Team and Suffolk external agencies, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss, a key driver of student anxiety.
- embedding more effective practice around assessment and feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.

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. Our monitoring processes triangulate evidence from a variety of inputs such as data including assessments (markbooks), attitude to learning, book looks, as well as targeted conversations with parents, students and teachers in order to identify the challenges faced by particular disadvantaged students. We have used:

- EEF's families of schools' database
- Aspire FFT
- Perspective Lite

to view the performance of disadvantaged students in schools similar to ours and have contacted other schools with high-performing disadvantaged students to learn from their approach.

We considered a number of reports and case studies about effective use of Pupil Premium Funding, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We have 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 are putting a robust monitoring programme in place and will adjust our strategy over time to secure better outcomes for our students.