

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 | Brighton Hill Community School |
| Number of pupils in school | 963 (Oct 2020 Census) |
| Proportion (%) of pupil premium eligible pupils | 19% (Oct 2020 Census) |
| Academic years that our current pupil premium strategy plan covers | 2021/2022 to 2023/2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Chris Edwards, Headteacher |
| Pupil premium lead | David Watkins, Deputy Headteacher |
| Governor / Trustee lead | Jane Pratt, Chair of governing board |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £186,490 |
| Recovery premium funding allocation this academic year | £26,390 |
| 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 | £212,880 |

Part A: Pupil premium strategy plan

Statement of intent

Brighton Hill Community School is committed to supporting **all** the pupils in our care, regardless of circumstance, to develop and grow into the happy, safe and empowered people we know they are all capable of becoming. Our vision is to provide them with a breadth and balance of teaching & learning, curriculum and enrichment experiences that will ensure that every pupil's needs are met so they are prepared for the challenges they may face in life and are empowered to change their lives for the better. Staff will be committed to continuing professional development, as well as embracing opportunities for collaboration both internally and externally. This will support our aim of making success inevitable, where a thirst for learning is central to our school culture, in which students are committed to making good progress and achieving excellence, taking into account individual needs.

Professor Becky Francis, Chief Executive of the Education Endowment Foundation (EEF), in '[The EEF Guide to The Pupil Premium – Autumn 2021](#)' writes; '*Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in education recovery.*' It is for this reason we understand disadvantaged pupils may need additional support to meet our whole school vision and aims. We are committed to using valid and rigorous [diagnostic assessment](#) to understand the impact and as well as support required in our context. We understand that the support we put in place may benefit not just individual disadvantaged students or groups of disadvantaged students, but additional cohorts of students, such as those considered vulnerable and indeed those that are not considered either disadvantaged or vulnerable.

The plan outlined in this document is a 3-year strategy to target progress in key areas when compared to:

- National averages as identified from DfE school performance summary data and associated 3-year trends.
- Internal BHCS data including but not limited to:
 - Year 7 CAT4 outcomes
 - PLOA Plex questionnaire outcomes across BHCS year groups
 - Designated assessment and teacher assessment data via Sisra Analytics
 - FFT Aspire Analysis
 - Pupil Engagement with school enrichment activities
 - Parent Engagement with school parents' and information evenings

Our plan is designed, not only to support students who are not yet meeting expected progress standards, but also to stretch and challenge those disadvantaged pupils that are already excelling in their studies and enrichment opportunities. The plan supports the whole child across academic and wellbeing needs.

This strategy also recognises the disruptions caused by the Covid-19 pandemic which, as referenced by the Department for Education in their '[School-Led Tutoring Guidance](#)'

November 2021, has resulted in significant missed education for all pupils, with disadvantaged and vulnerable pupils having been particularly impacted. As such, the strategy is designed to support wider school plans for educational recovery, which includes our commitment to school-led tutoring for pupils of any background whose academic progress has suffered the most.

We will continue to be focussed on developing effective Quality First Teaching (QFT) to stretch and challenge our students to make success inevitable. This focus is reflective of the recommendations outlined by the EEF, where the development of high-quality teaching is the primary focus of our pupil premium strategy. This is not unique to disadvantaged students, but will benefit the progress and achievement all our learners.

The secondary and tertiary foci of our strategy is also in line with the EEF recommendations referenced above, namely targeted academic support and wider strategies. Both foci are designed to meet our whole school vision and the selection of these are always evidence-based and designed to meet the challenges of our school context.

This plan supports our school ethos which is making success inevitable. As such we are all accountable for the plan's success, which addresses both common challenges and the needs of the individuals in our care. The plan is rooted in our four cornerstones of: commitment, courage, collaboration and kindness.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Attainment outcomes show disadvantaged students' level of literacy and numeracy are below national average.</p> <p>CAT assessments by GL introduced in September 2020 for Year 7's show those students in receipt of Free School Meals score below the National Average SAS score of 100 points in all four test batteries with a mean average SAS of 95.3 this compared to a mean average score of 99.7 for the non-FSM peers.</p> <p>The DfE ASP website shows a 3-year mean average from 2016-2019 of 19% disadvantaged 5+ in English & Maths (50% National average for non-disadvantaged) – A8 disadvantage mean average over the same 3 years of 32.46 (50.07 National average non-disadvantaged)</p> |
| 2 | <p>Our current records show an increase in students who suffer from elevated levels of anxiety and overwhelm due to an inability to manage the cognitive load of the depth and breadth of a knowledge-engaged curriculum, amplified by COVID lockdowns. This is impacting on their mental health which is inextricably linked to academic progress and attainment.</p> |

| | |
|---|--|
| | <p>33% of students identified as high or severe alerts are disadvantaged students this is an increase of 11% to the previous year. We have also identified a 24% increase in students being classified as high or severe alerts compared to the previous Year 11 cohort.</p> |
| 3 | <p>Our observations and records show disadvantaged students have lower-level metacognitive skills and as such are not always clear on the next steps to achieve rapid and sustained progress compared to their non-disadvantaged peers. The estimated attainment pathway sub difference gap is greater for pupil premium students than it is for non-pupil premium students by a cross year group cohort average of -0.85 of a fine grade.</p> |
| 4 | <p>The percentage of disadvantaged pupils staying in education or entering employment as determined by DfE Raising Participation Age (RPA) measures after KS4 is below the National Average compared to the national average of non-disadvantaged pupils where:</p> <ul style="list-style-type: none"> • 95% of 2016/17 leavers compared to a National average of 96% of non-disadvantaged pupils stayed in education or entered employment after KS4. • 86% of 2015/16 leavers compared to a National average of 96% of non-disadvantaged pupils stayed in education or entered employment after KS4. • 88% of 2014/15 leavers compared to a National average of 96% of non-disadvantaged pupils stayed in education or entered employment after KS4. <p>This data is provided by the Department for Education's Analyse School Performance website</p> <p>Our internal diagnostic assessment data shows that low motivation and aspirations are a key barrier to progress for our students.</p> |
| 5 | <p>Our attendance data over the last 3 years indicate that attendance among disadvantaged pupils has been between 2.2% and 4.07% lower than that of non-disadvantaged pupils/</p> <p>The academic year 2020-21 and the 3-year trend leading to it shows that although the % of persistently absent students who are disadvantaged is reducing in some cohorts when compared to their non-PP peers this is not proportional. In the academic year 2020-21 disadvantaged students accounted for 39.86% of the total number of persistently absent students as an average across all five year groups.</p> <p>Research published by The Department for Education (DfE) in 2016 found that the higher the overall absence rate across KS2 and KS4, the lower the level of attainment at the end of each Key Stage, this is reflected in our setting.</p> |
| 6 | <p>Our records of parental evening engagement show that there is a trend of lower engagement in parents' evenings by parents of students in receipt of the Pupil Premium. The EEF identify a long history of research into parental engagement and the association between parental engagement and a child's academic success making it clear that parental engagement is valuable.</p> <p>An average of attendance of parents' evenings in the academic year 2020.21 showed 63.4% of PP parents attended compared to 84.6% a gap of 21.2%. The greatest gap was observed in our Year 10 cohort (34%) and the smallest gap in our Year 11 cohort (11%)</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 |
|---|--|
| Improved attainment outcomes for disadvantaged pupils across the curriculum at the end of KS4 with a focus on English & Maths. | By the end of the current three-year plan 2023/24 the percentage of disadvantaged students achieving standard and strong passes in English AND Maths are 70.5% for a standard pass and 45.5% for a strong pass. This would be reflective of students achieving FFT20 expected attainment pathway grades. |
| Improved literacy and numeracy outcomes for free school meal students across KS3 | By the end of the current three-year plan 2023/24 CAT assessments show Year 8 (Intake 22) outcomes have improved compared to the start of Year 7 (Intake 22). Those students in receipt of Free School Meals are scoring on or above the National Average SAS scores for verbal reasoning (thinking with words) and Quantitative (or numerical) battery (thinking with numbers) compared to their FSM peers Nationally. |
| To reduce the anxiety and overwhelm due to an inability to manage the cognitive load experience by disadvantaged students caused by the depth and breadth of a knowledge-engaged curriculum | A sustained reduction in high and severe alerts is observed across the 3-year period. This will be identified by lower end of year PLEX scores for disadvantaged students compared to initial baselines. Improved attendance figures for students previously identified as high or severe alert students. Increased engagement in school extra-curricular activities and enrichment opportunities. |
| To accelerate progress of our disadvantaged students compared to their non-disadvantaged peers | By the end of the current three-year plan 2023/24 the cross-cohort EAP fine grade gap between disadvantage students and non-disadvantaged students has been reduced to -0.25 of a fine grade. |
| To increase the % of RPA disadvantaged students. | By the end of the current three-year plan 2023/23 % of RPA disadvantaged students tracks consistently above the % of RPA for disadvantaged students nationally and is equal to or better than the % of RPA for the whole cohort of BHCS students and at least equal to the % RPA for non-disadvantaged. |
| To achieve and sustain improved attendance for disadvantaged pupils compared to non-disadvantaged. | By the end of the current three-year plan 2023/24 the trend of increasing disadvantage attendance continues and the |

| | |
|---|--|
| | trend of reducing the percentage of persistently absent students who are disadvantaged also continues where in both attendance measures the percentage is equal to or better than the National average for the disadvantaged cohort of students. |
| To increase the engagement of PP parents at parents' evenings | By the end of the current three-year plan 2023/24 the trend of reducing the attendance gap between parents of disadvantaged pupils and parents of non-disadvantaged pupils at parents' evening continues to decrease to a point where the average gap is reduced to 10%. |

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: £117,798

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Academic data analysis by SLT, HoF's, HoY's and SENDCo using BHCS Online Progress Tool powered by SIMS, SISRA & FFT to identify barriers to progress and apply appropriate therapies. | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 6</p> <p>Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation. 5. Securing accountability. | 1,3 & 5 |
| Attendance and behaviour data analysis by SLT, HoF's, HoY's, Attendance Officer, Pastoral Support Officer, Family Support Advisor, Safeguarding | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 2</p> | 4 & 5 |

| | | |
|---|--|--------------------------|
| <p>Team and SENDCo using SIMS identify barriers to attendance and positive behaviour apply appropriate therapies. Including attendance and positive behaviour awards programmes.</p> | <p>Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active ingredients’</p> <ol style="list-style-type: none"> 1. Leadership, culture & Values 2. High Expectations 3. Understanding barriers 4. Monitoring & evaluation 5. Securing accountability | |
| <p>Committed time Continuing Professional Development</p> <p>Action Research CPD Twilights working groups focussed on improving teaching and learning specific to QFT ‘core concept’ elements & Subject Knowledge Development</p> <p>RSL meetings to QA key progress & process of whole school strategies to raise progress and attainment.</p> <p>Middle Leader Meetings HoY & HoF to deliver, QA and review strategies to support student progress.</p> <p>Curriculum Planning Faculty meetings and Curriculum Representative meetings to ensure well sequenced subject curricula are provided to students, develop curriculum innovation, QA and cross-curricular links</p> <p>T&L Faculty meetings to improve T&L across the school and to support non-specialist teachers with a focus on developing core concepts and subject knowledge.</p> | <p>EEF Teacher Toolkit Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF Teacher Tool Kit Metacognition and self-regulation +7</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 3</p> <p>High quality teaching for all: Schools emphasise ‘quality teaching first’ and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’</p> <ol style="list-style-type: none"> 1. Leadership, culture and values. 2. High expectations. 4. Monitoring and evaluation. 5. Securing accountability. | <p>1,2,3,4,5 & 6</p> |
| <p>Developing classroom support Develop collaboration between the SEN Team and faculties to refine classroom support, strategies and subject knowledge for SEND</p> | <p>EEF Making best used of teaching assistants</p> <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 3</p> <p>High quality teaching for all: Schools emphasise ‘quality teaching first’ and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> | <p>1,2,3,4 & 5</p> |

| | | |
|---|--|---------------|
| | <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’</p> <ol style="list-style-type: none"> 1. Leadership, culture and values. 2. High expectations. 4. Monitoring and evaluation. 5. Securing accountability. | |
| <p>Year 7 Transition Programme in place to support students with a smooth transition allowing for improved progress and appropriate curriculum structure for all students, including those eligible for PP funding.</p> <p>Including use of CAT4 data paired with FFT.</p> | <p>Early Years Intervention (EEF) DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 6</p> <p>Data driven and responding to evidence: Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1,2,3,4,5 & 6 |
| <p>Investing in external support stakeholders (e.g., HIAS, PiXL) to ensure the school is accessing high quality support, guidance and advice. Ensure that relevant advice is used strategically to support QFT and so meet the needs of the school and our students.</p> | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 3</p> <p>High quality teaching for all: Schools emphasise ‘quality teaching first’ and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’</p> <ol style="list-style-type: none"> 1. Leadership, culture and values. 2. High expectations. 4. Monitoring and evaluation. 5. Securing accountability. | 1,2,3,4,5 & 6 |
| <p>Century Tech used for Home Learning and independent learning in core subjects and in adherence to BHCS home learning policy</p> | <p>EEF Teacher Tool Kit Homework (Secondary) +5</p> | 1,2,3,4,5 & 6 |

| | | |
|--|--|--------------------------|
| | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF Using Digital Technology to Improve Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=digital%20t</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 1</p> <p>Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p> | |
| <p>Feedback cycle embedded across all faculties where effective actionable feedback is specific to individual student progress needs.</p> | <p>EEF Teacher Tool Kit Feedback +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient'</p> <ol style="list-style-type: none"> 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing accountability | <p>1,2,3,4,5 & 6</p> |
| <p>Parental Engagement systems including</p> <p>Parents' evenings Additional parent information evenings</p> | <p>EEF Teacher Tool Kit Feedback +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>1,2,3,4,5 & 6</p> |

| | | |
|---|---|---------|
| <p>Progress baseline (Year 7) and subsequent progress tracker process to facilitate</p> <p>Bi-annual Parent Focus group meetings for year groups led by HoYs in which a representative sample of parents provide feedback on key aspects of school development.</p> | <p>Building block 6</p> <p>Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> | |
| <p>Learning Walks are conducted according to schedule and review QFT objectives and their impact on progress and development needed, including focus on disadvantaged and vulnerable group progress and provision.</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 7</p> <p>Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient</p> <ol style="list-style-type: none"> 1. Leadership, culture and values 2. High expectations 3. Understanding barriers and targeted, evidence-based activities 4. Monitoring and evaluation 5. Securing accountability | 1,2 & 3 |
| <p>Development of cultural capital curriculum content to support student vision of positive future self, including:</p> <p>House System Tutor Programme My World KS4 RE Careers programme (Gatsby 8)</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 1</p> <p>Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <ol style="list-style-type: none"> 1. Leadership culture and values | 1,4 & 5 |
| <p>Numeracy & Literacy Leads to deliver development programmes for all through the tutor programme</p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> | 1 |

| | | |
|--|---|--|
| | <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 5</p> <p>Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active ingredient'</p> <ol style="list-style-type: none"> 1 Leadership, culture and values 2 High expectations | |
|--|---|--|

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

Budgeted cost: £46,788

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Implementation of a School-Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A sizeable proportion of the pupils who</p> | <p>EEF Teacher Tool Kit</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: +5</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups +4:</p> | <p>1,2,3,4 & 5</p> |

| | | |
|---|---|---------------|
| receive tutoring will be disadvantaged, including those who are high attainers. | Small group tuition Toolkit Strand Education Endowment Foundation EEF | |
| Curriculum access pathway programme reduction of student curriculum pathway by 1 GCSE to increase curriculum time in English, Maths & Life Skills. | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p> | 1,2,3,4 & 5 |
| Yr10 & Yr11 Mentoring Programme | <p>EEF Teacher Toolkit – Mentoring +2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> | 1,2,3,4,5 & 6 |
| Targeted extracurricular Revision sessions | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Active Ingredient 3. Understanding barriers and targeted. evidence-based activities.</p> | 1,2,3,4 & 5 |
| English, Maths and Science focussed tutor groups with option subjects on rotation which involve subject expert led work. | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> | 1,2,3,4 & 5 |

| | | |
|--|---|-------------|
| | <p>Building block 5</p> <p>Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p> | |
| <p>Work placement, use of alternative providers for students unable to access mainstream education including Princess Trust and Hampshire Inclusion</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p> | 4 & 5 |
| <p>Trips/visits including Higher education establishments. Faculty trips Pastoral trips Increased student aspirations</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p> | 1,2,3,4 & 5 |
| <p>Exam Pens</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide</p> | 2,3 & 5 |

| | | |
|--|---|--------------|
| | <p>individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p> | |
| Academic equipment including calculators and stationery | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p> | 1,2,3,4, & 5 |
| Food technology ingredients provision of ingredients to be able to participate in lessons. KS4 students need ingredients to support GCSE performance. | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p> | 2,3 & 5 |
| Art resources | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredient’</p> | 2,3 & 5 |

| | | |
|---|---|------------------------------------|
| | 3. Understanding barriers and targeted. evidence-based activities. | |
| Music lessons | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p> | 2,3 & 5 |
| Revision guides & academic texts | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p> | 1,2,3,4 & 5 |
| KS3 Targeted intervention reserve academic including learning tools such as apps and webinars. | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p> | Likely to be primarily 1,2,3,4 & 5 |
| KS4 Targeted intervention reserve academic , including bespoke rewards & awards | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek</p> | Likely to be primarily 1,2,3,4 & 5 |

| | | |
|--|--|--|
| | <p>the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p> | |
|--|--|--|

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

Budgeted cost: £48,294

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Deputy Heads of Year roles are maintained to support HoY increase focus on academic outcomes of for disadvantaged students.</p> | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability</p> | 1,2,3,4 & 5 |
| <p>Wellbeing Centre (both individual and group) to support academic, emotional and mental health needs designed to support rapid and sustained progress for identified students in need of support.</p> | <p>EEF Teacher Tool Kit Social and emotional learning +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF Teacher Tool Kit One to one tuition +5</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,3,4 & 5 |

| | | |
|--|--|--------------------------|
| | <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>Building block 5</p> <p>Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability | |
| <p>Family Support Worker (RTN) employed to work with families of students, including home visits.</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 2</p> <p>Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability | <p>1,2,3,4,5 & 6</p> |
| <p>Breakfast club to be run in the HUB every morning. Supporting students eligible for PP funding with breakfast, thus supporting positive behaviour and engagement in learning. In addition, providing breakfast can</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> | <p>1,2,3,5 & 6</p> |

| | | |
|---|---|--------------------------|
| <p>encourage some students to attend school, leading to improvements in attendance.</p> | <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p> | |
| <p>Pastoral Support Officer works with students yet to meet the BHCS positive behaviour expectations.</p> | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability</p> | <p>1,2,3,4,5 & 6</p> |
| <p>EBP South Basingstoke Consortium services are employed to support disadvantaged student view of positive future self.</p> | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability</p> | <p>3,4 & 5</p> |
| <p>Careers Coach to work specifically with disadvantaged students in Year 11</p> | <p>EEF Teacher Tool Kit One to one tuition +5</p> | <p>3,4 & 5</p> |

| | | |
|---|--|----------------------|
| <p>initially providing support and guidance for students to successfully navigate through their 'footsteps' careers action plan.</p> | <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Review of vocational education: Wolf report</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability | |
| <p>Online careers platform designed to engage students, parents, carers and staff in careers and enterprise programmes to increase view of positive future self.</p> | <p>Research supported by the Gatsby benchmarks for good careers guidance state increasing student exposure to careers options increases aspirations and student outcomes.</p> <p>Review of vocational education: Wolf report</p> <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability | <p>3,4,5 & 6</p> |

| | | |
|---|--|--------------------|
| <p>Careers events including medical mavericks work experience experience of workplaces TeenTech Careers Quest</p> | <p>Research supported by the Gatsby benchmarks for good careers guidance state increasing student exposure to careers options increases aspirations and student outcomes.</p> <p>Review of vocational education: Wolf report DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients' 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p> | <p>3,4 & 5</p> |
| <p>Inspirational speakers to raise aspirations discuss/teach study strategies & techniques to support revision for end of year exams</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients' 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p> | <p>3,4 & 5</p> |
| <p>Increased recognition of student achievement Student rewards through the House Cup system</p> <p>Student rewards through HoY/HoF recognition schemes to improve attendance, behaviour and engagement.</p> | <p>DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> | <p>3 & 5</p> |

| | | |
|---|---|-------|
| | <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p> | |
| <p>School clothing PP families unable to fully meet financial pressures of purchasing all required school uniform and associated kit which can impact on attendance and engagement in lessons.</p> | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 2</p> <p>Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p> | 5 |
| <p>Bus passes</p> | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 2</p> <p>Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p> | 5 |
| <p>Student locker hire Improved organisation and self esteem</p> | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> | 3 & 5 |

| | | |
|---|---|--------------------------------------|
| | <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 3. Understanding barriers and targeted. evidence-based activities.</p> | |
| Bicycle and all safety/security equipment | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 2</p> <p>Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 3. Understanding barriers and targeted. evidence-based activities.</p> | 5 |
| KS3 Targeted intervention reserve pastoral designed to support any reactive therapies that we cannot predict in advance from our internal diagnostic tools | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p>‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</p> <p>‘Active Ingredients’ 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability</p> | Likely to be primarily 1,2,3,4,5 & 6 |
| KS4 Targeted intervention reserve pastoral designed to support any reactive therapies that we cannot predict in advance from our internal diagnostic tools | <p>DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</p> <p>Building block 4</p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> | Likely to be primarily 1,2,3,4,5 & 6 |

| | | |
|--|---|--|
| | <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> 1. Leadership, Culture & Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability | |
|--|---|--|

Total budgeted cost: £212,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

We are proud that despite the challenges presented in recent years by national lockdowns because of Covid-19, our previous pupil premium strategy has resulted in year-on-year growth of the average Attainment 8 grade achieved by our Pupil Premium Cohorts since 2018. We are committed to continuing this upward trend. Additionally, the 2021 Teacher Assessed Grade (TAG) outcomes returned the highest average Attainment 8 outcome of 4.27 in the last 5 years for our Pupil Premium cohort. Similar year on year positive attainment progress has been seen in the 2021 TAG 5 standard (57.7%) as well as strong passes (34.6%) including English & Maths and 9-7 (11.5%) and 9-5 (34.6%) GCSE headline measure outcomes in English and Maths. Despite these gains we remain committed to driving up the progress of all students further and reducing the gaps between our disadvantaged and vulnerable students when compared to their non-disadvantaged and non-vulnerable peers.

The gains we have made have been driven by our commitment to developing quality first teaching which will remain the primary focus of our revised 3-year strategy in combination with the other strategies outlined in our 2020-21 PP action plan.

Out of the cohort of 32 students that were identified as potentially underachieving due to overwhelm, and expected to find meeting their target grades as a challenge to achieve, due to external anxiety-based or overwhelm factors, 15 students exceeded their targets (measured by average TAG grade) due to the strategic support in place. We will continue to put student wellbeing as a priority and used Performance Learning Online to monitor this and build our strategies accordingly based on individual and collective need.

The school's careers programme was developed to support improvements in student motivation and aspirations with the Term 3 Compass + evaluation completed alongside our Enterprise M3 careers advisor showing we had achieved 100% completion of all 8 Gatsby Benchmarks. More students have engaged with careers questionnaires suggesting more students are looking to the future and plotting pathways to support their aspirations.

The attendance gap between PP and non-PP students has been reduced despite the impact of the national lockdowns and will remain a focus. We have also seen the percentage of persistently absent students who are disadvantage students reduce from

2018-19 to 2020-21 from an average of 55.9% (year groups 7,8 & 9) to 39.2% comparing the same 3 cohorts who were therefore in Year 9, 10 & 11 in 2020-21.

Although we have seen the gap in parents' evening engagement between parents of disadvantaged students compared to parents of non-disadvantaged students reduce in some cohorts the gap has grown in others and this will therefore remain a focus.

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 |
|-------------------------------------|---|
| SIMS | ESS Education Software Solutions |
| FFT Aspire | Fischer Family Trust (FFT) Education Ltd (backed by the Fischer Family Trust) |
| CAT4 Assessments | GL Assessments |
| Sisra | Juniper Education Group |
| Unifrog Careers Platform | Unifrog |
| Century Tech Home Learning Platform | Century Tech |
| Performance Learning Online (PLEX) | PL Education Ltd |
| School Cloud | School Cloud |

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? | <p>Due to Covid interrupting our usual transition programme our Yr7 starting service child was provided with a bespoke orientation with student and staff meet and greets to support admission.</p> <p>Increasing our Pastoral Support capacity was a key focus with the introduction of Deputy Heads of Year to provide an additional layer of care for students in need.</p> <p>Our family support worker is on hand to support and liaise with our service family</p> |

| | |
|--|--|
| | pupils and where required provide a range of 'Hub' interventions |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Due to the provision of additional pastoral support staff and monitoring of pupil's needs we are pleased that no service children were identified as requiring additional support beyond having access, if required, to the Pastoral teams referred to.</p> <p>Our service family pupils had an average attendance of 97.9% above the National and BHCS average. The average number of negative behaviour points was significantly below the school average. Both data sets indicate the support that is available is providing a safe and secure environment for them to develop and thrive.</p> |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium as follows:

- While the plan covers aspects of how we are developing student literacy there is also a whole school focus on literacy that is not specifically covered by the plan but will benefit disadvantaged students, this literacy strand is detailed in the School Impact Plan. This is also the case with our whole school focus on cultural capital and cross curricular links.*
- To better monitor student engagement in our wide ranging extra-curricular offer, we will be investing in an online platform to better record, collate and analyse student attendance.*
- Offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspirations. Activities (e.g., The Duke of Edinburgh's Award – Bronze & Silver, Additional Young Enterprise Groups) will focus on building life skills such as confidence, resilience and socialising. Disadvantaged students will be encouraged and supported to participate*
- Engaging with the Uni-Connect Southern Universities Network (SUN) funding programme to develop essential employability skills that align to our Careers Programme focus on the [‘Skills Builder Partnership’s’](#) 8 essential employability skills. Students meeting the Uni-Connect criteria are also often disadvantaged or vulnerable students.*
- CDI Certificate in Careers Leadership development of the school's Careers Lead to secure effective strategic planning of the school's careers programme to cater for all students including disadvantaged to support raising of motivation and aspirations.*

Planning, implementation, and evaluation

In devising our new pupil premium strategy, we applied the EEF's [‘Putting Evidence to Work – A School's Guide to Implementation’](#) model.

We have treated the strategy as a process, not an event and as such plan and execute in stages. Our leadership environment and school climate are one that is conducive to good implementation where accountability manifests as a supportive framework for pupils, staff and parents.

We have gone to great lengths to implement diagnostic systems both internally and externally to define the challenges our disadvantaged students face and how we can overcome those challenges with appropriate evidence-based programmes or practices. As per the plan we have drawn heavily on research conducted by the EEF, Department for Education, NFER and the Hampshire School Improvement Service. Most

importantly, we have considered this evidence against our school context and what we believe will best support the development of the young people in our care.

By having a clear plan of action, we are better positioned to judge the readiness of the school to deliver the plan as an integral part of our overall School Impact Plan (SIP) that staff are well informed on and ready to deliver with a clear set of overarching aims and success criteria that focus on the positive impact we expect to see on our pupils.

For the PP action plan to have maximum impact we will support staff, monitor progress, solve problems, and adapt strategies across the course of the 3-year plan as our diagnostic systems deem necessary.

Using our past experiences and successes, alongside this strategic model we believe we have planned for sustainability and scaling of the plan that will lead to positive outcomes for not just our most disadvantaged pupils but all our pupils regardless of background.