

Challenge

This details the disadvantaged

Challenge number	
1	
2	
3	<p>Covid-19 and the lockdowns disproportionately impacted disadvantaged students more than non-disadvantaged in terms of lost learning causing gaps to gaps to grow</p>
4	<p>The impact of lockdown on children's mental health and well-being (report here) has been to increase sense of loneliness and worries for the future. This is exacerbated amongst disadvantaged students where the physical resources and emotional support was not immediately available.</p> <p>Our assessments (including PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as 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</p>

BT/F1 115 Tf1o6cl(cl)12(u)-3

Improved sense of well-being and value amongst students	<p>Reduction in the number of CAMHS and external agencies referrals, as students develop coping strategies</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
---	--

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/	
Feedback CPD	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/	1,3
Supervisory Teacher Recruitment <i>(Extending the school day – proportion of salary)</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/	4,5

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

Budgeted cost: £ 78,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group tutoring in English, Maths and Science	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in smaller groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,3
Personalised Learning Curriculum Structured Intervention	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing, welfare and providing resources to allow students to access the curriculum)

Budgeted cost: £ 91,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
-----------------	---	--------------------------------------

Welfare

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.

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. Instead we have used the results of standardised assessments and SAS scores from the GL Assessment package that we use

Year 7: Disadv. v Non-Disadv.

English gap Autumn: 10.6
English gap Summer: 12.4
1.8 increase

Maths gap Autumn: 12.5
Maths gap Summer: 9.7
2.8 reduction

Year 8: Disadv. v Non-Disadv.

English gap Autumn: 9.1

Attendance: Disadv. v Non-Disadv.

	Non PP	PP	Gap
Attendance	93.97	88.75	-5.22

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact,

Further information (optional)

Rationale behind decision-making is based on the EEF toolkit. As a Trust, we have a Disadv. Lead Networking group that meets regularly to collaborate and share experiences. In addition, we have peer review days, where Disadv. leads go into other Trust schools to review the provision and feedback.

In addition, we submit to SALT our review and detailed strategy statement. The Trust regularly reviews these provisions with the support of [Marc Rowland](#), pupil premium expert.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>