

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	One In A Million Free School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	48.4% (180)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	S Rees
Pupil premium lead	G Sandhu
Governor / Trustee lead	C Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,440
Recovery premium funding allocation this academic year	£24,795
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	£185,235

Part A: Pupil premium strategy plan

Statement of intent

One In A Million Free School (OIAMFS) is committed to ensuring that pupils achieve or exceed their potential and secure their next steps. Our knowledge, rich, broad, balanced curriculum, supports and challenges all our pupils. We are focused on the progress and attainment individual pupils make over time, and in particular the progress and attainment of those pupils supported by the Pupil Premium funding.

This Pupil Premium Strategy identifies the barriers to learning faced by many of our Pupil Premium students and we have used research evidence to determine the strategies, which we will use to mitigate these challenges, with clear outcomes to measure progress towards these objectives. As recommended by the DfE this is a year plan from 2021/22 - 2023/24.

In making decisions on the use of the Pupil Premium fund we will:

- Ensure the funding allocated to OIAMFS is used for its intended purpose.
- Ensure the strategies we adopt are supported by the latest research, which indicates they work to close the progress and attainment gaps, adapting these as necessary to meet the needs of OIAMFS students.
- Be transparent in the reporting of how OIAMFS has used the Pupil Premium fund, so that parents, interested stakeholders and all other agencies are fully aware of how this additional resource has been used to make a difference.
- Recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by One In A Million Free School and the Governing Body.

Use of Pupil Premium at One In A Million Free School

Key Principles

One In A Million Free School is committed to establishing a culture in which all students, including Disadvantaged/Pupil Premium, are supported to achieve their potential regardless of their background. The school's aim is to:

- Establish and maintain a school culture in which all young people are unique and valued.
- Offer opportunities for all students to participate in events and activities, which create a wealth of life experience.
- Close both the progress and attainment gap between Disadvantaged/Pupil Premium students and their peers.
- Use Pupil Premium funding effectively to provide additional appropriate support to improve the progress and achievement of all Disadvantaged/Pupil Premium students.
- Ensure that Pupil Premium funding reaches the students it is intended for and makes a significant impact on their lives.
- Use proven and high impact strategies to help raise attainment and progress of Disadvantaged/Pupil Premium students.
- Ensure that as appropriate teaching and support staff are aware of who the Disadvantaged/Pupil Premium and vulnerable learners are.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation. One In A Million Free School serves a local community with high levels of social deprivation. 48.4% of students on roll at One In A Million Free School (OIAMFS) are identified as Pupil Premium or Disadvantaged. School has to respond to the associated socio-economic problems faced by many of our families including the lack of financial resources to provide everyday essentials such as food, uniform, equipment and opportunities to enrich lives and learning through enrichment sessions, education trips and visits; which impacts on students ability to access the curriculum at a higher level.
2	Attendance. Lack of consistent, high levels of attendance significantly impacts levels of progress, attainment, behaviour and attitude to learning over time, and thereby students' ability to secure their next steps.
3	Parental engagement. Engagement from some parents is low, reducing the impact of the home-school partnership, resulting in students lacking focus and application when in lessons. Significant numbers of students require extensive pastoral support with behaviour routines, acquisition of social skills, organisation, equipment, uniform, homework, revision, mental health and support with emotions & relationships.
4	Aspirations and ambition. Limited aspirations for the future means some students do not fully value the impact of being successful in school. They often present with low self-esteem and lack self-confidence.
5	Literacy. There is a literacy gap for many of our pupil premium students, who arrive at school with below age appropriate levels of reading and writing. Due to this barrier students do not read widely, so there are gaps in cultural capital, knowledge of technical terms and key vocabulary, placing these students at a disadvantage in accessing various subject curriculum, acquiring and retaining knowledge and understanding.
6	EAL. 55% (98/179) of Pupil Premium pupils do not have English as their first language. This creates similar barriers to the literacy gap. Students are put at a disadvantage when attempting to access subject curriculum, develop knowledge and understanding.

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
Progress of PP students is at least in line with non-PP students and national benchmarks	Progress 8 score of 0 or above
Attainment of PP students is at least in line with non- PP students and national benchmarks	Attainment 8 score of 40 (4.0) or above.
Attendance – Pupil Premium students attend school regularly	PP attendance is at least in line with non-PP and national benchmarks
Behaviour of PP students is positive, they complete work, including homework and revision to the best of their ability.	Behaviour Data shows that sanctions issued to PP students are in line or lower than non-PP students and national benchmarks. Parental engagement at events such as Parents' Evenings is at least 65%.
PP students engage with a range of enrichment/extra-curricular activities and have aspirations for the future.	Enrichment/extra-curricular report shows 100% of key stage 3 PP students access enrichment/extra curricular activities 100% Positive destinations data; including details relating to the level of course being studies (FE/Sixth Form/Apprenticeships) NEET figures (0%)
PP students are confident, able to express themselves eloquently and have high aspirations for the future.	Progress scores (0) Attainment 8 scores (40) Positive destinations data (100%) Alumni

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: £148,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Director of Progress and Attainment</i>	<p>Research by the EEF states that “Great teaching is the most important lever to improve the outcomes for students”.</p> <p>This leadership role will:</p> <ul style="list-style-type: none"> ● oversee the planning of diagnostic assessments ● use data to track and monitor the impact of teaching and learning on the progress and attainment of PP students ● inform our review of the strategies and interventions against our key indicators. 	2,4,5,6
<i>Director of Teaching and Learning</i>	<p>Research by the EEF states that “Great teaching is the most important lever to improve the outcomes for students”.</p> <p>This leadership role will drive and consolidate improvements in teaching and learning, with a particular focus on:</p> <ul style="list-style-type: none"> ● cognitive and metacognitive strategies ● explicit teaching (Rosenshine’s Principles of Instruction) ● assessment for Learning ● monitoring the effectiveness of the catch-up provision ● leading on all quality assurance procedures. 	2,4,5,6
<i>Recruitment of Literacy and Intervention Specialist</i>	<p>Research by the EEF indicates the significant impact raising literacy levels has on students’ long-term learning, progress and attainment.</p> <p>This role will be targeted at improving literacy levels of students in key stage 3 and implementing intervention strategies to support Key stage 4 students achieve their GCSE target grades.</p>	4,5,6
<i>LSA to support the wider EAL</i>	As noted above	4,5,6

<i>provision</i>		
<i>Purchase of National College CPD programme for Secondary schools</i>	On-line CPD platform to support improvements to teaching and learning. As outlined in the EEF guide the platform provides tailored professional development for individual teachers and follow-on support after upfront training has taken place.	4,5,6

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

Budgeted cost: **£10,901**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of GCSEpod and Mangahigh	This resource is used in a large number of schools to support student progress and attainment overtime. It is particularly relevant at the moment to support catch-up.	4,5,6
<i>Purchase Accelerated Reader Programme</i>	All key stage 3 students enrolled on this programme to improve reading age in order to support access to the whole curriculum and develop the relevant knowledge, understanding and skills.	4,5,6
<i>Purchase of Jigsaw PSE and RSE curriculum and resources</i>	Used by many secondary schools. This curriculum provides sequenced topics and activities which focus on supporting our PP students, including the means to safeguard themselves.	4
<i>Sims</i>	Tried and tested MIS system.	2,3,4,5,6
<i>B2</i>	Tried and tested MIS system to support, tracking and monitoring of PP SEND student progress and attainment.	3,4,5,6
<i>Rewards budget</i>	Attitude to Learning Policy is focused on rewarding students – “catch them being good”. Behaviour data and Attendance data are at least in line with non-PP students.	2,4
<i>Enrichment/Extra curriculum</i>	All Pupil Premium students access at least one enrichment or extra curricular activity each year.	1,2,3,4,5,6

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

Budgeted cost: **£26,315**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Research has established the link between a healthy breakfast and the ability to concentrate/focus in school during the morning session.	1,2,3
Recruit additional Head of Year	School data shows an improvement in behaviour overall. The recruitment of an additional Head of Year will secure greater targeted pastoral support for PP students and their families. More extensive pastoral engagement will result in a decline in the number of PP students receiving sanctions.	3,4,5,6
Leading Parent Partnership Award	Completion of this award will provide school with further strategies and resources to engage parents and raise their participation in their child's education, enhancing the home school partnership.	2,3,4
SHS	Case studies show significant impact this service has had on some of our most hard to reach PP students. For those students whose attendance was below 95% when SHS engaged, demonstrated an average increase of 7 extra days of school attendance following the SHS intervention. For those students whose attendance was below 80% at the onset of their work with SHS, demonstrated an average increase of 38 days of school attendance by the close of the intervention.	1,2,3,4
BCL	Attendance and Behaviour data shows PP students are at least in line with non-PP.	2,3,4
Subscription to Safeguarding Alliance	Following an extensive Safeguarding Alliance audit of the existing provision within school, the Alliance concluded that 'One In A Million showcases safeguarding excellence'.	2,3,4

Total budgeted cost: £185,235

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.

Commitment	Expenditure	Learners	Monitoring	Intended Impact	Impact
<p>Construction of the LRC.</p> <p>Furnished throughout, books and appropriate ICT resources installed.</p> <p>Based on 47.3% of costs</p>	£17,028	Yrs. 7-11	<ul style="list-style-type: none"> Analysis of student's reading age Profile of reading/literacy raised throughout school 	<ul style="list-style-type: none"> Improved literacy skills Facility available for specific cohorts of students to work as a distinct group 	<ul style="list-style-type: none"> Construction completed. LRC fully resourced. However partial closure of the school and restriction imposed by "bubbles" due to Covid 19 limited the impact on PP students' literacy skills during 2020/21.
<p>Appointment of specialist SEND teacher</p> <p>Appointment of Life Skills / SEND specialist</p>	<p>£15,859</p> <p>£19,575</p>	Yrs. 7-11	<ul style="list-style-type: none"> Learning walks, student work and outcomes from data collection 	<ul style="list-style-type: none"> Significant numbers of SEND students receive specialist planning and delivery to prompt accelerated progress, independence and attainment 	<ul style="list-style-type: none"> Appointed SENCo (March 2021). Full audit and mapping of SEND provision completed. Comprehensive school unit established to meet the needs of all PP SEND pupils. However this provision was limited due to partial closure.

Both based upon 47.3% of costs					
Appointment of SENCO Appointment of Assistant SENCO Both based upon 25% of costs	£6,913 £6,250	Yrs 7-11	<ul style="list-style-type: none"> Quality and accuracy of reporting Reliable data informs whole school planning 	<ul style="list-style-type: none"> Progress of whole school and specific cohorts available Accurate data informs curriculum/intervention s etc 	<ul style="list-style-type: none"> Full review of all SEND pupils undertaken by SENCo. Data tracking system B2 in place. Information relating to each SEND pupil collated and shared. However this provision was limited due to partial closure.
Residential event in the Lake District	£30,000	Yrs. 7-9	<ul style="list-style-type: none"> Student take up of offer Feedback from students and parent/carers following the event 	<ul style="list-style-type: none"> Provide students with life enhancing experiences Develop student resilience and self - belief 	<ul style="list-style-type: none"> Residential did not take place due to the pandemic. Funding was reallocated to fund a member of staff to make weekly welfare calls to all Pupil Premium students and their families. A tracking document is available and outlines the impact of this.

<p>Data tracking and monitoring via SIMS and Sistra Analytics</p>	<p>£426</p>	<p>Yrs. 7-11</p>	<ul style="list-style-type: none"> Quality and accuracy of reporting 	<ul style="list-style-type: none"> Resources available to ensure accurate analysis of student progress 	<ul style="list-style-type: none"> Sims used to track and monitor attendance throughout a period of significant disruption due to covid, ensuring the wellbeing and safeguarding of PP students. Sistra used to effectively track progress and attainment targets for PP students, informing interventions, including the deployment of Covid Catch-up funding. 9-4 in English 2020 (37.5%) 2021(37.5%) +0.0% 9-4 in Maths 2020 (34.4%) 2021 (41.7%)+7.3% Average grade in Maths 2020 (2.69) 2021 (2.96) +0.3 of a grade Open bucket grade 2020 (3.29) 2021 (3.58) 																																																																																																																																																																																																								
<p>Small group and one to one literacy and numeracy interventions provided by subject specialists</p>	<p>£19,860</p>	<p>Yrs. 7-11</p>	<ul style="list-style-type: none"> Analysis following termly data collection 	<ul style="list-style-type: none"> Increased progress and attainment outcomes which demonstrate progress of specific groups 	<ul style="list-style-type: none"> Appointment of AST mathematician. <p style="text-align: center;">Literacy</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">DC1</th> <th colspan="5">DC2</th> </tr> <tr> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>2</td> <td>9</td> <td>16</td> <td>6</td> <td>7</td> <td>5</td> <td>13</td> <td>9</td> <td>5</td> </tr> <tr> <td>8</td> <td>2</td> <td>14</td> <td>19</td> <td>4</td> <td>8</td> <td>4</td> <td>17</td> <td>9</td> <td>7</td> </tr> <tr> <td>9</td> <td>0</td> <td>18</td> <td>15</td> <td>2</td> <td>9</td> <td>4</td> <td>16</td> <td>12</td> <td>0</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">DC1</th> <th colspan="5">DC2</th> </tr> <tr> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6%</td> <td>27%</td> <td>48%</td> <td>18%</td> <td>7</td> <td>15%</td> <td>39%</td> <td>27%</td> <td>15%</td> </tr> <tr> <td>8</td> <td>5%</td> <td>36%</td> <td>49%</td> <td>10%</td> <td>8</td> <td>11%</td> <td>46%</td> <td>24%</td> <td>19%</td> </tr> <tr> <td>9</td> <td>0%</td> <td>55%</td> <td>45%</td> <td>6%</td> <td>9</td> <td>12%</td> <td>48%</td> <td>36%</td> <td>0%</td> </tr> </tbody> </table> <p style="text-align: center;">Numeracy</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">DC1</th> <th colspan="5">DC2</th> </tr> <tr> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> <td>13</td> <td>12</td> <td>8</td> <td>7</td> <td>4</td> <td>16</td> <td>9</td> <td>3</td> </tr> <tr> <td>8</td> <td>0</td> <td>10</td> <td>22</td> <td>7</td> <td>8</td> <td>0</td> <td>11</td> <td>14</td> <td>12</td> </tr> <tr> <td>9</td> <td>0</td> <td>14</td> <td>15</td> <td>6</td> <td>9</td> <td>0</td> <td>10</td> <td>16</td> <td>6</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5">DC1</th> <th colspan="5">DC2</th> </tr> <tr> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> <th>Year</th> <th>Exceeding</th> <th>On Track</th> <th>Working Towards</th> <th>At Risk</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0%</td> <td>39%</td> <td>36%</td> <td>24%</td> <td>7</td> <td>12%</td> <td>48%</td> <td>27%</td> <td>9%</td> </tr> <tr> <td>8</td> <td>0%</td> <td>26%</td> <td>56%</td> <td>18%</td> <td>8</td> <td>0%</td> <td>30%</td> <td>38%</td> <td>32%</td> </tr> <tr> <td>9</td> <td>0%</td> <td>40%</td> <td>43%</td> <td>17%</td> <td>9</td> <td>0%</td> <td>30%</td> <td>48%</td> <td>18%</td> </tr> </tbody> </table>	DC1					DC2					Year	Exceeding	On Track	Working Towards	At Risk	Year	Exceeding	On Track	Working Towards	At Risk	7	2	9	16	6	7	5	13	9	5	8	2	14	19	4	8	4	17	9	7	9	0	18	15	2	9	4	16	12	0	DC1					DC2					Year	Exceeding	On Track	Working Towards	At Risk	Year	Exceeding	On Track	Working Towards	At Risk	7	6%	27%	48%	18%	7	15%	39%	27%	15%	8	5%	36%	49%	10%	8	11%	46%	24%	19%	9	0%	55%	45%	6%	9	12%	48%	36%	0%	DC1					DC2					Year	Exceeding	On Track	Working Towards	At Risk	Year	Exceeding	On Track	Working Towards	At Risk	7	0	13	12	8	7	4	16	9	3	8	0	10	22	7	8	0	11	14	12	9	0	14	15	6	9	0	10	16	6	DC1					DC2					Year	Exceeding	On Track	Working Towards	At Risk	Year	Exceeding	On Track	Working Towards	At Risk	7	0%	39%	36%	24%	7	12%	48%	27%	9%	8	0%	26%	56%	18%	8	0%	30%	38%	32%	9	0%	40%	43%	17%	9	0%	30%	48%	18%
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- Increase in Literacy and Numeracy with students on track or exceeding expected levels of progress.
- Literacy
Year 7 - 33% to 54%
Year 8 - 41% to 57%
Year 9 - 55% to 60%
- Numeracy
Year 7 - 39% to 60%
Year 8 - 26% to 30%
Year 9 - decline from 40% to 30%.
Decline due to staffing issues within the Mathematics team which adversely affected year 9 students.
- Appointment of Alternative Pathways teacher to provide accredited Entry Level Learning Programmes in Maths and English. Two Year 11 students on alternative pathways secured qualifications in;
- Entry level Mathematics
- Entry level English
- GCSE Maths
- GCSE English
- GCSE Science

Qualification	Student	
	A	B
<i>Entry level Mathematics</i>	Entry 2	Entry 3
<i>Entry level English</i>	Silver award	Gold award
<i>GCSE Maths</i>	-	Grade 1
<i>GCSE English Language</i>	Grade 1	Grade 1
<i>GCSE English literature</i>	Grade 1	Grade 1
<i>GCSE Double Science award</i>	-	Grade 11
<i>GCSE Art and Design</i>	Grade 2	-

- NTP – White Rose maths tuition
- The impact of partial school closure has

widened the progress and attainment gap for PP students, Summer 2021.

Breakdown - All students

Count	PP	%	NPP	%	All	%
Boys	13	18%	32	43%	45	61%
Girls	13	18%	16	22%	29	39%
SEN	4	5%	5	7%	9	12%
NSEN	22	30%	40	54%	62	84%
EHCP	-	-	2	3%	2	3%
FSM	18	24%	2	3%	20	27%
NFSM	8	11%	46	62%	54	73%
EAL	18	24%	35	47%	53	72%
NEAL	8	11%	13	18%	21	28%

Breakdown - NTP students

Count	PP	%	NPP	%	All	%
Boys	5	21%	10	42%	15	63%
Girls	6	25%	3	13%	9	38%
SEN	3	13%	2	8%	5	21%
NSEN	8	33%	11	46%	19	79%
EHCP	-	-	-	-	-	-
FSM	9	38%	-	-	9	38%
NFSM	2	8%	13	54%	15	63%
EAL	6	25%	9	38%	15	63%
NEAL	5	21%	4	17%	9	38%

All students

Progress	PP	NPP	All
Boys	1.31	0.38	0.64
Girls	1.09	0.67	0.85
SEN	1.25	1.80	1.56
NSEN	1.20	0.23	0.55
EHCP	-	2.00	2.00
FSM	1.13	0.00	1.00
NFSM	1.38	0.49	0.62
EAL	1.06	0.41	0.62
NEAL	1.50	0.62	0.95

Attainment	PP	NPP	All
Boys	3.0	3.7	3.5
Girls	2.5	3.6	3.1
SEN	2.3	1.4	1.8
NSEN	2.8	4.1	3.6
EHCP	-	0.5	0.5
FSM	2.6	3.5	2.7
NFSM	3.0	3.7	3.6
EAL	2.5	3.8	3.3
NEAL	3.3	3.4	3.3

NTP students

Progress	PP	NPP	All
Boys	2.00	1.00	1.33
Girls	0.83	0.33	0.67
SEN	1.33	1.50	1.40
NSEN	1.38	0.73	1.00
EHCP	-	-	-
FSM	1.33	-	1.33
NFSM	1.50	0.85	0.93
EAL	1.50	0.67	1.00
NEAL	1.20	1.25	1.22

Attainment	PP	NPP	All
Boys	2.6	3.4	3.1
Girls	3.7	4.7	4.0
SEN	2.3	2.0	2.2
NSEN	3.5	4.0	3.8
EHCP	-	-	-
FSM	3.1	-	3.1
NFSM	3.5	3.7	3.7
EAL	2.7	4.0	3.5
NEAL	3.8	3.0	3.4

When comparing the PP students involved with the White Rose Maths NTP program against their peers studying Mathematics;

					<ul style="list-style-type: none"> • Pupil Premium Boys, SEND, Non SEND, FSM, Non FSM and EAL students all have better progress scores. • Pupil Premium Girls, Non SEND, FSM, Non FSM, EAL and Non EAL all had higher attainment figures on average than their peers.
Staff CPD to support and embed modifications to curriculum	£1,255	Yrs. 7-11	<ul style="list-style-type: none"> • Quality of staff proficiency via QA systems 	<ul style="list-style-type: none"> • Opportunity for staff to develop expertise and skills 	<ul style="list-style-type: none"> • Purchased National College CPD programme for Secondary schools. Focus on quality first wave teaching had a positive impact with Attainment 8 for PP pupils increasing by 0.2. • Purchased Inclusive Classroom CPD. Data from teacher tracker to show improvement in the overall quality of T&L.
Yr. 11 Celebration Event Based on 47.3 of costs	£1,235	Yr. 11	<ul style="list-style-type: none"> • Attendance at event 	<ul style="list-style-type: none"> • Opportunities provided for disadvantaged students to attend event 	<ul style="list-style-type: none"> • A number of celebratory events took place across the year, including a full Year 11 Prom in July 2021. • All events were fully funded for PP pupils, so cost was not prohibitive. • 54 students attended Year 11 Prom in 2021. 31.5% of this cohort were PP. Female PP= 18.5%. Male PP = 13%
Appointment of School Home Support Worker	£4,000	Yrs. 7-11	<ul style="list-style-type: none"> • Evidence from workers caseload • Evidence of improved attendance among cohort 	<ul style="list-style-type: none"> • Removal of barriers preventing student attendance 	<ul style="list-style-type: none"> • Attendance of the majority of pupils targeted, improved despite significant disruptions generated by the pandemic. • SHS - 42% of the PP SHS cohort attendance had improved throughout COVID. Additionally, this Cohort expanded by 11 students by the end of July 2021
LSA support and intervention	£17,698	Yrs. 7-11	<ul style="list-style-type: none"> • Outcomes from termly data collection • Evidence from 	<ul style="list-style-type: none"> • Learners supported to access curriculum content • Improved progress at 	<ul style="list-style-type: none"> • Covid driven focus on pastoral and welfare support of pupils and families. • Disruption to the data collection process throughout the year limits our ability to

Based on 10% of costs			behaviour logs / exclusions of increased student engagement	each data collection	measure impact.																												
School Attendance Officer	£4,740	Yrs. 7-11	<ul style="list-style-type: none"> Rates of school attendance 	<ul style="list-style-type: none"> Consistent improvement in school attendance for at risk cohort 	<ul style="list-style-type: none"> PP rates of school attendance comparable to non-PP pupils. PP girls marginally outperform non-PP girls. At least weekly home visits undertaken during lockdown for PP students. FTE 20/21 whole school data Below <table border="1"> <thead> <tr> <th>2020/21</th> <th>No of exclusions</th> <th>School days</th> <th>PP Students</th> <th>PP Non Students</th> <th>FSM Students</th> <th>Non FSM students</th> </tr> </thead> <tbody> <tr> <td>September - December</td> <td>25</td> <td>41.5</td> <td>9</td> <td>7</td> <td>5</td> <td>10</td> </tr> <tr> <td colspan="7" style="text-align: center;">Lockdown 3</td> </tr> <tr> <td>January - July</td> <td>15</td> <td>39.5</td> <td>7</td> <td>7</td> <td>5</td> <td>9</td> </tr> </tbody> </table>	2020/21	No of exclusions	School days	PP Students	PP Non Students	FSM Students	Non FSM students	September - December	25	41.5	9	7	5	10	Lockdown 3							January - July	15	39.5	7	7	5	9
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School Hardship Fund	£477	Yrs. 7-11	<ul style="list-style-type: none"> School able to offer a range of supportive measures for disadvantaged students/ families 	<ul style="list-style-type: none"> Students supported in attending school in uniform/ PE kit Transport costs absorbed by school for disadvantaged families 	<ul style="list-style-type: none"> All eligible pupils were provided with appropriate uniform, transport etc. 																												
Free breakfast for high numbers of FSM and socially deprived students	£14,300	Yrs. 7-11	<ul style="list-style-type: none"> Uptake of offer monitored by catering manager and catering orders 	<ul style="list-style-type: none"> Improved student ability to engage in all activities Improved attendance / punctuality of specific cohorts 	<ul style="list-style-type: none"> Attainment 8 increased by 0.2 PP rates of school attendance comparable to non-PP pupils. PP girls marginally outperform non-PP girls. FTE Data below <table border="1"> <thead> <tr> <th>2020/21</th> <th>No of exclusions</th> <th>School days</th> <th>PP Students</th> <th>PP Non Students</th> <th>FSM Students</th> <th>Non FSM students</th> </tr> </thead> <tbody> <tr> <td>September - December</td> <td>25</td> <td>41.5</td> <td>9</td> <td>7</td> <td>5</td> <td>10</td> </tr> <tr> <td colspan="7" style="text-align: center;">Lockdown 3</td> </tr> <tr> <td>January - July</td> <td>15</td> <td>39.5</td> <td>7</td> <td>7</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Spending exceeded the FSM allowance to deliver an enhanced provision of food packages, to support all family members of 	2020/21	No of exclusions	School days	PP Students	PP Non Students	FSM Students	Non FSM students	September - December	25	41.5	9	7	5	10	Lockdown 3							January - July	15	39.5	7	7	5	9
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					our disadvantaged cohort during the lockdown period and beyond.
Student reward programme Based on 47.3% of costs	£4,373	Yrs. 7-11	<ul style="list-style-type: none"> Records of student attendance, behaviour, achievement 	<ul style="list-style-type: none"> Improvements in attendance and behaviour for particular cohort/s of at risk students 	<ul style="list-style-type: none"> Celebration events across the year held rewarding student's progress/attainment/attendance.
Total	£165,117				