



## **Pupil premium strategy statement: Swanshurst School**

### **Overview**

<b>Detail</b>	<b>Information</b>
<b>School name</b>	Swanshurst School
<b>Number of pupils in school</b>	1651 in years 7-11 289 in post 16 Total 1940
<b>Proportion (%) of pupil premium eligible pupils</b>	709 pupils (39% of years 7-11 and 37% including post 16)
<b>Academic year/years that our current pupil premium strategy plan covers</b>	2024-2027
<b>Date this statement was published</b>	Nov 2024
<b>Date on which it will be reviewed</b>	Nov 2025
<b>Statement authorised by</b>	M. Dunn
<b>Pupil premium lead</b>	S. Welborn
<b>Governor / Trustee lead</b>	N. Rafiq

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
<b>Pupil premium funding allocation this academic year</b>	£642,735
<b>Recovery premium funding allocation this academic year</b>	None
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£0.00
<b>Total budget for this academic year</b>	£642,735

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that pupil premium students at Swanshurst achieve as well as their non - disadvantaged peers nationally in all subjects. We aim to achieve this by working together to overcome all barriers to our students' success and not accepting social disadvantage as a predeterminer of any student's life chances.

Our pupil premium strategy will focus on key areas, informed by our specific context at Swanshurst and robust evidence. We are committed to supporting all our students to reach their potential. Quality first teaching delivered by expert practitioners will benefit all students, but will benefit disadvantaged students most of all, therefore this is at the heart of our school improvement planning as well as this strategy.

As part of our commitment to supporting our SEND students to achieve outcomes at least in-line with that of their peers, we will ensure PP students with SEND are identified and supported with relevant and evidence-informed interventions.

Our strategy plan will focus on improving reading skills, English & Maths GCSE at Grade 5+, student wellbeing, behaviour and attendance. We are also committed to pathways provision and improving outcomes for our most able pupil premium students.

In addition to this we will aim to remove wider educational and social barriers such as access to technology, suitable study environments, travel to school, participation in extra-curricular and enrichment opportunities and school uniform.

The core principles of our strategy are.

- Enabling all students to experience the same 'world of opportunities'
- Identifying and removing barriers
- Using research evidence to select our actions
- Ensuring all staff work collaboratively to implement our PP 1ST strategy

Our approach will consider pupil premium students as individuals, as well as providing support for common challenges. We will utilise external evidence, and our own diagnostic assessments to ensure our actions can be adaptive and proactive wherever possible. We will ensure all stakeholders work together effectively to achieve our intent and will monitor implementation and impact thoroughly and frequently.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy:</b> National data, assessments and quality assurance indicates that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This is a barrier to achievement in all subjects. NGRT tests are used by the school to baseline students on entry to Year 7 and then monitor their reading progress. In the academic year 23-24 the % of PP pupils making expected or above progress was 71% which is broadly in line with the progress of all pupils at 73.2%</p>
2	<p><b>Behaviour:</b> We have developed a new behaviour structure over the last few years which has helped us to effectively track and compare behaviour incidents for all groups.</p> <p>When looking at current data surrounding behaviour. PP pupils have significantly higher logs for isolation, lack of equipment, lack of effort and parking within departments. Due to the support put in place for our PP pupils with technology, homework club, and the library, independent learning logs are in line with all pupils.</p> <p>The current data tracking and monitoring will enable us to identify patterns and intervene swiftly to avoid escalations in behaviour and repeat isolations and suspensions. This will also include input from our learning mentors through workshops.</p>
3	<p><b>Attainment:</b> Data and assessments have identified an attainment gap between our PP pupils and their non-PP peers in relation to numbers achieving 4+, 5+, 7+ in English and Maths. This potentially limits the progression to Level 3 study for PP pupils compared to their non-PP peers.</p>
4	<p><b>Attendance:</b> Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been up to 3.55% lower than for non-disadvantaged pupils.</p> <p>Gap headlines for attendance as of Autumn 2024 are 94.26% PP, 96.10% Non-PP compared to 93.2% for all secondary schools nationally. Currently our PP gap is -1.54</p>
5	<p><b>School beyond the classroom/Aspirations:</b></p> <p>Many of our students, particularly those that are Pupil Premium, lack the opportunities and access to enrichment opportunities outside of school. Within school, extra-curricular club figures show that, on average, a smaller percentage of Pupil Premium students access these opportunities in comparison to their peers. As a result, the cultural capital deficit impacts the progress of our Pupil Premium students.</p> <p>There is potential for our PP pupils to have lower aspirations based on life experiences. There is a large focus on this across school with careers</p>

	information embedded in all subject curriculum and involvement in initiatives such as the 'Brilliant club' for our HPA PP pupils
--	--

## 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 reading comprehension among disadvantaged pupils across KS3 and 4	NGRT demonstrate improved comprehension skills among disadvantaged pupils and a smaller difference between the scores of disadvantaged pupils and their non-disadvantaged peers. Standardised age scores (SAS) for reading will continue to be used in 2024-2025 to show finer detail in reading progression. Teachers will be more confident and proficient in developing reading skills and other aspects of disciplinary literacy in the classroom, to constantly improve and monitor reading comprehension and fluency. A sustained focus on our PP1st culture in all aspects of the reading curriculum will be evident. As well as more consistent use of our whole school literacy strategy.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Impact of pastoral interventions delivered by learning mentor team</li> </ul>
To ensure that there are no barriers to learning through access to technology.	Disadvantaged students to have access to technology at home and to participate with online learning tasks to the same level as their non-disadvantaged peers.
Improved metacognitive and self-regulatory skills amongst disadvantaged pupils, particularly those who are HPA and more able across all subjects	Observations, book looks and other quality assurance demonstrates disadvantaged students, particularly HPA/more able and are able to monitor and regulate their own learning. This is demonstrated through quality and quantity of homework, confidence in completion of challenge tasks, and preparation for assessments.
Increased number of PP pupils gaining 4+, 5+, 7+ in English and Maths in their final external	Higher % of PP pupils achieve English and Maths at 4+, 5+, 7+. In turn increasing the Level 3 study rates for our PP pupils in comparison to their non-PP peers.

examinations, closing the gap in comparison to our non-PP pupils.	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by aspirational attendance targets of:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced, PP pupils' attendance is higher than all pupils nationally.</li> </ul> <p>The percentage of all pupils who are persistently absent being 10% or below. With the gap between our disadvantaged pupils and their peers again being reduced.</p>
Improved participation in all aspects of the wider curriculum	Pupil premium students are considered and invited to participate in all enrichment activities, and any aspect of school life which may be considered to convey cultural capital. Barriers to participation are considered and relevant stakeholders work to overcome them.
Behaviour is excellent and enables the best possible learning	Staff will consistently implement our norms and routines. This will be evident in learning walks and pupil voice. By the end of the current plan behaviour logs will reduce, and disadvantaged students will not account for a disproportionate number of logs in focus areas.

## 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 & sits alongside our financial Pupil Premium Strategy document.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £502,044.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a Speech and language therapist. Students receive specialist support to increase the speed of	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1,3

travel towards written and spoken fluency in English.		
Additional Teaching Capacity & Support for English & Maths	<p>Increase the teaching capacity in English &amp; Maths, dedicated to supporting all Pupil Premium pupils, with a view to increasing % of Pupil Premium pupils achieving Grade 5+ (<b>43%</b> achieved in 2023/2024, which was an increase of 14% from 2018/2019).</p> <p>Reduction in class size can give 2 months additional progress over the course of an academic year.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	3
Increased Capacity in Pastoral Teams	<p>A Leadership team, Heads of Year, Deputy Heads of Year and Senior Learning Mentors to support, guide and mentor Pupil Premium pupils with challenging behaviour and engage hard to reach parents, with a view to increasing the attendance of our Pupil Premium students and to close the current 2% gap between them and their non-PP peers to reflect the nature of the school's cohort.</p>	2
Additional Pastoral & Professional Support	<p>A team of professionals to provide additional and necessary support, with a view to decreasing the persistent absence of our Pupil Premium pupils to sit in line with their non-PP peers.</p> <p>Learning Mentors in place to support behavioural and emotional needs of pupils through workshops to improve engagement and reduce repeated stints in isolation.</p> <p>Mental Health first aiders in place to support pupils with their needs to enable them to engage in school and overcome barriers to learning.</p>	2,4
Improving literacy in all subject areas in-line with the EEF recommendations. Supporting teaching staff to make developing reading skills a central part of what they do as part of a long-term literacy strategy. Reading is a key SIP priority, and written in to all TIPs along with specific targets and outcomes regarding the development of reading material and skills.	<p>Prioritising reading and Disciplinary Literacy through a long-term CPD strategy and providing adequate time for training and resource development will support teachers in delivering high-quality reading material. Developing this priority through a whole-school, long-term literacy strategy will have the most impact.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a></p> <p>A robust approach to direct vocabulary instruction will support development of reading skills.</p> <p><a href="http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk">http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</a></p> <p>Swanshurst Reading/Literacy strategy: into Y2 of roll-out</p>	1, 4

<p>Challenge for all students is adopted as a SIP priority, with designated CPD and subject development time.</p> <p>Metacognition is developed as a key strand of this priority. This will involve ongoing teacher training and monitoring.</p>	<p>Developing metacognitive skills is a high-impact, low-cost way of improving outcomes for all. It will therefore benefit pupil premium students most of all.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>The EEF's key findings in the metacognition strand of the Teacher Toolkit states: 'These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.' This approach will be used to support pupil premium students who are HPA, however all will benefit. These strategies are closely linked to our own Principles of Learning, which are a key focus of staff CPD.</p>	3
<p>Allocation of DFE devices following diagnosis of need or home learning across all students. Ongoing monitoring of usage to ensure optimum online learning is taking place.</p>	<p>The lack of access to technology has been well documented as a key factor in widening the achievement gap between disadvantaged students and their peers. This had a heightened impact during the pandemic.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	3

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

Budgeted cost: £42,555.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NGRT diagnostic reading tests to determine and monitor reading ages</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, this will enable staff to successfully implement our whole school reading strategy in classrooms:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1729585388">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1729585388</a></p>	1
<p>Small group tuition provided during form time for disadvantaged pupils on a 12-week programme</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:</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

<p>3:1 online Easter revision. Focus on underachieving Y11 PP pupils and EBacc subjects. 2 one-hour sessions a day for the first week of the Easter break</p>	<p>Our underachieving disadvantaged pupils will receive bespoke tuition to help them revisit and close any gaps in their previous learning, identified by the March PPEs And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Attendance interventions and AP: Early interventions, 'support first'</p>	<p>Applying DFE guidance for attendance and using support first framework.  <a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a>  <a href="https://www.birmingham.gov.uk/downloads/file/29520/support-first-school-attendance-framework-and-guidance">https://www.birmingham.gov.uk/downloads/file/29520/support-first-school-attendance-framework-and-guidance</a></p>	2,3,4
<p>Behaviour interventions: Structured programmes run by learning mentors. Whole school approach to implementing policy.</p>	<p>The average impact of behaviour interventions is 4 additional months progress over the course of a year. Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviour. Improving teachers behaviour management as well as pupils cognitive and social skills is also effective</p>	2
<p>Additional Learning platforms to support our disadvantaged pupils.  Lexia: Use of lexia as a reading intervention tool with LPA/SEND pupils in KS3 and also as a dyslexia diagnostic tool  Freckle/Maths box – Maths Support for our LPA/SEND and pupils with dyscalculia in maths lessons and a tool for RAA's to use in supported learning to aid with delivery of Maths by non-specialists.  Seneca: Whole school initiative to support independent learning.  Educake: Used as a KS3 independent learning platform for Science and Geography.</p>	<p>Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.  <a href="#">EEF Lexia</a></p>	1,4



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

Budgeted cost: £98,136.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's guidance.</p> <p>Staff will get training and release time to develop and implement new procedures with a focus on PP SEND students. Attendance Champion/SLT additional lead will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p> <p><a href="https://www.birmingham.gov.uk/downloads/file/29520/support_for_school_attendance_framework_and_guidance">https://www.birmingham.gov.uk/downloads/file/29520/support_for_school_attendance_framework_and_guidance</a></p> <p><a href="#">EEF Attendance Interventions</a></p>	4
<p>Mental Health Learning Mentor: Pupils are supported with emotional and mental health issues that create barriers to their learning and personal development.</p> <p>Achieving the School mental Health award.</p> <p>An opportunity for the school to identify its own priorities and areas for development using the framework.</p>	<p>EEF suggests that a focus on wellbeing at Limpsfield School had a direct effect on achievement, communication and independence.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	All
<p>Values Days:</p> <p>Staff, alongside external speakers to deliver personal development and safeguarding education during our Values Days. It will cover topics such as CSE, grooming, mental health and wellbeing, prevention of Domestic Abuse for pupils who have experienced this in</p>	<p>PP pupils are guaranteed access to lessons that widen their knowledge and understanding of key Social, Moral, Cultural and health-related issues, so they are fully prepared for the real world.</p>	5

the home environment, LGBTQ+ speakers and any other dynamic safeguarding topics that pupils may need support to navigate.		
Provide PP students who need it with basic resources and equipment.	If disadvantaged students are not provided with the equipment and resources to enable them to access the curriculum at the same pace as their peers then the gap between outcomes is likely to grow.	All
Access to the wider curriculum, extracurricular and enrichment opportunities.	There is a positive impact of approx. 1 month academic achievement through the increase of physical activity. Pupils need access to regular physical activity and outdoor learning experiences for wellbeing and social development.	3,5
Provide a programme of subsidised trips and visits to support the curriculum and to offer pupils opportunities they would otherwise not participate in.	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	3,5

**Total budgeted cost: £642,735**

## 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 2023 to 2024 academic year.

2024 PP A8 of 4.56 (A8 all 5.05)	PP P8 of 0.05 (P8 all, 0.26)
2023 PP A8 of 4.69 (A8 all 5.10)	PP P8 of 0.28 (P8 all, 0.43)
2022 PP A8 of 4.77 (A8 all, 5.04).	PP P8 of 0.21 (P8 all, 0.31).
2019 PP A8 of 4.39 (A8 all, 4.75).	PP P8 of 0.27 (P8 all, 0.32).

Attainment data for our PP students remains above our 2019 data.

In 2024 43% of our PP pupils achieved GCSE 5+ in English & Maths, compared to a National 'all' figure of 45% (2023 data), this remains a key focus of our 2024/2025 Pupil Premium strategy in order to maintain progress.

69% of our disadvantaged students took a full EBacc in 2022/2023, compared to national 'all' of 39%. Our overall uptake for EBacc is 73% (pp & non-pp students).

NGRT progress data shows that 80% of all our Y8 and 75.8% of all our Y9 pupils made expected or better progress in reading SAS throughout the year. Pleasingly these numbers were closely mirrored by our disadvantaged pupils in Y8 (79%) and Y9(75.6%) and was bettered by our disadvantaged pupils in Y11 where 65.5% of disadvantaged pupils made expected or better progress which was higher than their non PP peers, showing that the current strategy is having impact with our pupils.

Although overall PP attendance (90.24%) in 2023-2024 was lower than non-PP attendance by 3.55%, it was only 0.70% away from the overall secondary national average of 90.90%. Attendance remains a focus of our current plan with the key aim of closing the gap between PP & non-PP students and reducing persistent absence further from 27.90% to 10% as an aspirational target.

A focus on post 16 pathways for our PP students has seen over half of our Y13 PP students going to university.

Our school-led tutoring continued throughout 2023-2024, though on a smaller scale due to decreased funding. 62% of our Y11 PP pupils received some form of tuition. All pupils made in year progress of 0.26(P8). PP pupils who received tutoring made in year progress of 0.24(P8) in comparison to all PP pupils (0.05). The 2024-2025 Strategy will continue with a PP1st focus for tuition.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues. The impact was particularly acute for

disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, an extended Enrichment programme and targeted interventions where required with additional pastoral support including a significantly increased number of mental health first aiders and a school family support worker. These well-being interventions will remain a key focus of the 2024-25 PP strategy.

## Pupil premium strategy outcomes

Programme	Provider
Dyson Engineering Box – STEM challenge project	STEM Learning
STEM enrichment presentations / workshops	Science Made Simple
Faraday Challenge Day – STEM	IET
Y7-11 Aspirational Pathways input	Aim Higher, West Midlands
KS4,5 Careers Guidance & support	Social Mobility Foundation
KS4,5 Aspirational Pathways	Sutton Trust
KS4 Careers advice for NHS roles	Medic Mentors
Forward Thinking Programme KS3/4	University of Birmingham
RAISE programme – motivational input for Y8 & Y9	University of Birmingham
Ace your Exams	Elevate
The final Push	Humanutopia
The Brilliant Club	Scholars programme
GCSE Pod	GCSE Pod

## Service pupil premium funding

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

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity as follows:

- Mental Health Learning Mentor
- Adjustment of our feedback strategy to ensure identification of common misconceptions and other areas for improvement which will inform teaching. All assessment with the exception of PPEs have moved to whole class feedback sheets which allow a more diagnostic approach which will better support PP students.
- Other wellbeing and motivational strategies such as 'Swanshurst Can', run by the pastoral teams. These monitor PP engagement, and PP SEND participation.
- Wider curriculum opportunities and a commitment to providing experiences and access to all. For example, a theatre trip in Yr7, STEM opportunities, participation in The Brilliant Club for HPA PP Y10 students – The cohort for this had increased from 10 to 30 pupils this academic year.
- Extra-curricular clubs which ensure PP are including and consideration has been given to specific barriers that may be faced.
- Thorough process of biannual curriculum reviews. Part of which will monitor PP uptake at GCSE, and how each subject's curriculum is designed to mitigate disadvantage through intent and implementation.
- 'PP1st' as a whole-school approach. This has been the school culture for a number of years. All stakeholders are expected to consider our PP students first when making decisions which will affect any aspect of their school life.

### **Planning, implementation and evaluation**

We have undertaken a thorough evaluation of activity undertaken in previous years to ascertain approaches and strategies which have and have not worked within our context. We have engaged with a broad range of evidence and guidance from the EEF, DfE and our local network of schools to identify the best approaches and identify interventions which are most likely to work in our specific context.

We support our middle leaders through a tailored CPD programme and curriculum reviews, which examine how PP students are supported to achieve at least the same outcomes as their peers through support and intervention. This includes removing barriers to participating in extra-curricular clubs and activities such as school musicals and sports clubs.

We have reviewed the impact of the pandemic on our PP students, and engaged with recent research on the impact of the pandemic on PP students to better understand what measures can be put in place in school.

We have used the EEF implementation guidance to put together a three tier plan to support our PP pupils, which will be reviewed robustly each year and monitored constantly by the SLT PP lead, involving all relevant stakeholders to ensure a fully-informed and holistic approach.