



## 3 Year Pupil Premium Strategy Plan 2020-23

[St John Houghton CVA]

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION [2022-23]					
Pupil Premium Lead	Kimberley McDermott	Governor Lead	Sarah Long	Trust Lead	Kate Mann
CURRENT PUPIL INFORMATION [2022-23]					
Total number of pupils in school:	661	Total pupil premium budget:  Carried over funding from 2021/22:	£150472  £0	Date of most recent PP Review	2018
Number of pupils eligible for pupil premium:	167	Recovery Premium Funding (RPF):  RPF Carried over funding from 2021/22:	£31750  £0	Publish Date:	<b>21<sup>st</sup> Dec 2022</b>
Proportion of disadvantaged pupils:	25%	Total PP and RPF budget:	£182222	Statement authorised by:	S. Brogan

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	69	41%
Girls	98	59%
SEN support	31	19%
EHC plan	11	7%
EAL	4	3%

\*Adapt or add to these groups based on your school's context

## Assessment data for previous 3 years

ATTAINMENT 2021-22						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	-0.61	-0.14	-0.22	-0.55	0.15	-0.03
Attainment 8 score average	42.8	48.6	47.6	37.5	52.6	48.7
Percentage of Grade 5+ in English and maths	44.0%	55.3%	48.9%	29.5%	57%	50%
Ebacc entry (%)	20.0%	18.4%	18.7%	26.9%	43%	38.7%
ATTAINMENT 2018-19						
Progress 8 score average	-0.25	0.07	0.04	-0.45	0.13	-0.03
Attainment 8 score average	45.5	50.2	49.36	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	44%	53%	51.3%	24.7%	49.9%	43.2%
Ebacc entry (%)	28.6%	52.1%	47.9%	27.5%	44.5%	40.0%
ATTAINMENT 2017-18						
Progress 8 score average	-1.13	-0.22	-0.40	-0.44	0.13	-0.02
Attainment 8 score average	33.34	48.8	45.63	36.7	50.1	46.5
Percentage of Grade 5+ in English and maths	17%	60.8%	52.5%	24.9%	50.1%	43.3%
Ebacc entry (%)	16%	17.5%	17.2%	26.4%	42.8%	38.4%

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills)		
A	Transition is challenging and limiting success for; long term disadvantaged, low prior attainers, students with behavioural challenges or SEN	
B	Low self-efficacy and SEMH challenges are limiting students’ ability to learn and limiting their aspirations	
External Barriers (such as poor attendance)		
C	Poor attendance – attendance can be limited by SEMH difficulties and SEN (for the student and the family) and deprivation	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Transition is successful across all stages	Progress in English and Maths is above national averages for PP. Resilience is improved and less individual SEMH support is needed over time. Students are equipped to cope with the challenges of the curriculum and have good relationships at school (measured by Pass Test survey data). Students are prepared for the next stage in their education (measured by achievement in unit awards, GCSE outcomes, destinations) · NEET is in line with national averages
B	Curriculum design and approaches to teaching & learning are more accessible to disadvantaged learners. The curriculum is broad, builds confidence, builds cultural capital and reflects local context, we prioritise a relational approach to behaviour management.	Attainment 8 is above national averages for PP. · Increase in percentages of students progressing to level 3 education or training · Learning walks and work scrutiny show no difference in the engagement and achievement of disadvantaged learners · PASS test data evidences growing aspirations, improved self-efficacy and feelings of inclusion. · Student voice shows students feel positive about the school approach to equality, diversity and inclusion, feel safe and have positive relationships with trusted adults · Successful completion of the Attachment Aware Schools action research project informs the future behaviour policy · Fewer FTEs and negative behaviour events for PP student
C	Attendance issues/risks are identified early and acted upon immediately	Attendance of PP students is in line with national averages · The gap between PP and Non-PP attendance continues to reduce · PASS test data shows improved attitudes towards attendance.

## 3 YEAR PUPIL PREMIUM STRATEGY

## TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD)

Member of staff responsible: **Deputy Head – Quality of Education**

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1.	B	Quality First Teaching – resourcing, intervention	Ongoing (reviewed termly)	£79,872	Progress/GL Data, QA (support and challenge), PASS test data
2.	B	Curriculum Design - resourcing	Pentecost 2023 (reviewed termly)	£3276	Internal QA (work scrutiny and lesson observations)
3.	B	CPD	Ongoing (reviewed termly)	£20,000	CPD record, QA, staff voice

## TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Assistant Headteacher Pupil Support and Progress

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1.	A	Successful transition; structured interventions – resourcing	Ongoing (reviewed termly)	£6469	Progress data, GL data
2.	B	Small group tuition - resourcing	Lent 2 2022 (reviewed Lent 1 & Lent 2)	£2458	Assessment points, GL data
3.	B	One to one support – intervention, resourcing	Advent 2 2021 (reviewed termly)	£5010	Student voice, progress data

## WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)

Member of staff responsible: Assistant Headteacher Pupil support and Progress, Assistant Headteacher Behaviour and Attitudes

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1.	B	Personal Development – resourcing, recruitment, CPD	Pentecost 2 2022, reviewed termly	£2434	A school-wide plan for personal development (including careers & RSE), student voice, student behaviour & attitudes
2	C	Pastoral, attendance & behavioural support - resourcing and recruitment –	Advent 1 2021, reviewed termly	£7000	Strengthened pastoral team, student voice, behavioural incidences, attendance data
3	C	SEMH - interventions	Ongoing, reviewed termly	£8013	Boxhall profiling, SEMH referrals, student voice
4	B	Wider/extra-curricular - resourcing	Dec 2023	£2500	% of PP students accessing extra-curricular activities

## PUPIL PREMIUM ACTION PLAN: 2022/23

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?

1	<p>Quality first teaching to ensure all students learn effectively in lessons and develop self efficacy.</p>	<p>The 6 Teaching and Learning Priorities adopted across the school to provide a consistent approach to learning in all subjects areas. All lessons observations and work scrutiny will take place through a 'pupil premium lens'.</p> <p>Whole-school focus on improving presentation in books, particularly for PP students</p> <p>Additional staffing in English, Maths and English to facilitate smaller group sizes</p> <p>Subject specialists allocated to teach over in over 99% of lessons</p> <p>Introduction of new rewards for homework completion. Monitor homework completion of PP students</p>	<p>Research from EEF, Learning scientists and Sutton Trust</p> <p>Teaching Walkthrus in Education</p> <p>PASS Test intervention</p> <p>Feedback from PP triad</p>	<p>Ongoing CPD</p> <p>Line management meetings</p> <p>Support and challenge</p> <p>Lesson observations and work scrutiny</p>	KMc	<p>July 2023</p> <p>KMc</p>
2	<p>Curriculum design - The curriculum is designed to meet the needs of disadvantaged</p>	<p>A consistent and unified approach to curriculum planning with a focus on intent, implementation and</p>	<p>Ofsted guidance, EEF research, CPD/briefing events, Trust categorisation visit feedback, student voice Nurture theory, the Literacy</p>	<p>Data analysis will show impact of strategies used.</p> <p>QA of curriculum intents and component tracking markbooks and learning</p>	CEH	<p>July 2023</p> <p>KMc</p>

	children, is appropriately differentiated and provides access to cultural capital and a wide range of experiences	<p>impact.</p> <p>There is a focus on reading in the curriculum and a reading lead has been appointed.</p> <p>An alternative (bespoke) curriculum is provided where appropriate.</p> <p>Component knowledge tracking will allow all teachers to react effectively to the learning needs of their classes.</p>	Intervention Toolkit.	<p>journeys.</p> <p>CPD for curriculum leaders during weekly meetings</p>		
3	High quality Teacher & TA CPD supports Quality First Teaching	<p>Subscription to the National College</p> <p>INSET days</p> <p>ITT and ECT training programme</p>	<p>National College</p> <p>ECF from DfE</p>	<p>Staff Voice</p> <p>QA (support &amp; challenge - learning walks etc)</p> <p>ITT and ECT lesson observations and reports</p>	CEH/KMc	<p>Feb 2023</p> <p>July 2023</p>
<p>TOTAL estimated budgeted cost:</p> <p>Of which from RP funding:</p>						<p>£105000</p> <p>£0</p>
TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	Successful and effective transition between and KS2 and 3, KS3 and 4 and to post-16	Transition team and strategy; Year 7 enhanced PSHE programme (learning for life), attendance group, links with	<p>Research from EEF GL</p> <p>Assessment data shows gaps between PP and non-PP</p>	Allocate suitably qualified and experienced members of staff to lead interventions.	SENCO (CF), PP lead (KMc) and CEH	<p>July 2023</p> <p>KMc</p>



	education	<p>primary schools</p> <p>Year 9 enhanced options support via SLT interview and appointment with external careers adviser.</p> <p>Year 11 tutor group to support all aspects of school life including post-16 support. All PP students receive at least 2 careers interviews.</p>	<p>students</p> <p>The proportion of students studying the Ebacc at KS4 is historically lower for PP students</p>	<p>Allocate curriculum time. Staff CPD</p> <p>Integrate with school wide QA systems</p> <p>Transition team to meet regularly</p>		
2 and 3	PP students continue to close the gap in progress and perform in line with national figures	<p>Structured interventions including KS3 additional literacy and numeracy programme. LiT programme has been adapted to focus on the most impactful activities. KS4 alternative curriculum - AQA Unit awards and the introduction of functional skills supporting students who struggle to access the curriculum.</p> <p>Targeted, small group afterschool intervention sessions in History, Geography, MFL and</p>	<p>Research from EEF GL</p> <p>Assessment data shows gaps between PP and non-PP students</p>	<p>Allocate suitably qualified and experienced members of staff to lead. Allocate curriculum time. Staff CPD</p>	PP lead (KMc) and CEH	<p>April 2023</p> <p>KMc</p>

		<p>English</p> <p>Additional daily interventions in Maths and Science during tutor time for students in Year 11</p> <p>Small group intervention in Science delivered by in house tutor for KS3 and in Physics at KS4</p> <p>Additional small group support for selected KS3 students in Maths</p>				
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TOTAL estimated budgeted cost: **£42000**

Of which from RP funding: **£22680**

## WIDER STRATEGIES

Priority No. from 3 Year plan	Review Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	Personal/character development – students are prepared for life in today’s society	School wide plan for personal development, allocating curriculum time; 1 hour PSHE fortnightly, tutor time activities, drop down days, expert guest speakers. This will be co-ordinated by the newly appointed PSHE co-ordinator.	<p>Government/Ofsted published research &amp; updates</p> <p>National Curriculum for PSHE/RSE Student voice</p> <p>Statutory requirements School based data (behaviour and safeguarding incidents)</p> <p>Partnerships with</p>	QA Post event evaluation Allocate staff time e.g. PSHE coordinator, Careers coordinator, year leaders etc	KB	Reviewed termly CEH

		<p>Careers programme from year 7 beginning with Becoming X resources, developing through to additional options support, year 10 work experience days and independent careers advice.</p> <p>Year 10 PP students receive enhanced support to prepare them for work experience</p>	local agencies – shared information			
2	PP students are supported pastorally; behaviour incidences reduce and attendance is aligned with national averages	<p>Restructure of the pastoral team to recruit an additional year leader. Each year leader will introduce and monitor an ‘attendance focus group’</p> <p>Clear strategy for managing attendance which is progressive from tutors to year leaders and attendance officer</p> <p>Family support strategy includes allocation of key workers, regular communication and partnership working.</p> <p>Embed practices as an ‘Attachment Aware’</p>	<p>PASS Test website</p> <p>Attachment Awareness action research</p>	<p>FTEs for POP students reduce.</p> <p>Analysis of all relevant pastoral indicators and attendance data</p> <p>Minutes from the ‘Priority Pupil Meetings’</p> <p>QA of provision identified on Provision Map</p>	SENCO (CF) and KB	<p>Reviewed during Advent 2, lent 2 and Pentecost 2</p> <p>KB</p>

		<p>school, utilising a behaviour management system based on an emotion coaching response</p> <p>Developing the Damascus Centre and restructuring the behaviour team to provide behaviour interventions for students who struggle to learn in a classroom environment</p>				
3	Vulnerable students with SEMH are able to engage with the curriculum and their learning	<p>Mental health support programme through student wellbeing centre (Emmaus) and safeguarding team</p> <p>Increase the number of 'Mental Health First-Aiders'</p>	<p>PSHE Association</p> <p>MHFA Association</p> <p>Supporting Mental Health in Schools – Government report</p>	<p>Working with local organisations and the local authority – receiving their consultancy and supervision (Changing Lives),</p> <p>Regular staff CPD</p>	KB	July 2023
4	Increase the proportion of PP students accessing extra-curricular activities	<p>Identify PP students with particular talents and encourage and facilitate further development, including subsidised music lessons for talented musicians identified by Head of Music</p> <p>Develop a varied programme of extra-</p>	<p>Prior attendance data for PP students at afterschool sessions is lower than non-PP students</p>	<p>Termly monitoring of afterschool attendance</p> <p>CPD for staff to ensure accurate registers are taken</p>	KMc	Advent 2, Lent 2 and Pentecost 2

		curricular activities Family engagement through key workers Develop an approach to supporting participation in educational visits				
TOTAL estimated budgeted cost:						<b>£34000</b>
Of which from RP funding:						

## REVIEW OF 3 YEAR STRATEGY [2021/22]

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Quality First Teaching – improving teachers exposition to ensure they are able to provide the correct support for PP students so they ask more and want to know more	The SJH approach – ‘super six’, assessment, marking & feedback (& re-teach). Approaches to teaching & learning which develop self efficacy, independence and metacognition. Extra staffing in Maths and English to facilitate smaller group sizes	<p><b><i>Impact: Medium but has the capacity to be High.</i></b></p> <p>Pass data: Increased confidence in learning and perseverance when faced with challenging tasks and self regard but lower scores in how positive and successful they feel in their capabilities as learners</p> <p>Attainment and progress data SJH PP students are in-line with PP students nationally. There is 0.4 increase in the attainment gap between SJH</p>	<p>This is our most important strategy.</p> <p>Focus to be PP first in all QA, learning walks, line management meetings etc</p> <p>Particular attention to be paid to the quality of work in books – books provide evidence of engagement and learning, expectations of PP students must remain high.</p> <p>The importance of understanding the adolescent brain and Attachment and Relationship Aware strategies for the classroom: strengths-based feedback, beginnings and endings, power struggles, rupture and repair</p> <p>Improve rewards and systems for celebrating achievement systems – with a view to how to recognise the efforts of disadvantaged students</p>

		<p>PP student and non-PP students.</p> <p>Learning walk findings – book looks – differences for some PP students..</p> <p>Student voice – students are confident when in discussion about their learning</p>	<p>Continue to give significant focus to managing stress and wellbeing through PHSE (Personal Development). Continue to offer interventions through Emmaus and Changing Lives</p>
Curriculum Design – the curriculum is specific to the needs of PP learners	<p>A consistent and unified approach to curriculum planning with a focus on intent, implementation and impact. There is a focus on reading in the curriculum.</p> <p>An alternative (bespoke) curriculum is provided where appropriate.</p>	<p><b>Impact: Medium</b></p> <p>GL assessments show SJH students are ‘above average’ in English. There are gaps between PP and non-PP. Specifically in reading comprehension.</p> <p>In Maths PP students are below average in Y7 &amp; 8 and are average in Y9 &amp; 10. There are gaps between PP and non PP in all year groups.</p> <p>It is too soon to see the impact of the alternative curriculum (Unit awards).</p>	<p>Continue with this strategy.</p> <p>Continue with wider reading in the curriculum</p> <p>GL data shows specifically where in terms of skills/knowledge which will enable specific adaptations to the curriculum to be made and will support the design of interventions.</p> <p>English and Maths Interventions are needed most for year 7 PP students (new year 8).</p> <p>Consider how to address gaps in Science – particularly Year’s 8 &amp; 9.</p> <p>Analyse PASS test and GL data of the students on Unit awards.</p>
CPD	<p>A well planned, coordinated CPD programme will improve staff confidence, standards in T &amp; L and support the development of a positive culture and support behaviour for learning.</p> <p>Specific approaches include: Weekly directed time and meetings</p> <p>Individual CPD logs – all teachers are</p>	<p><b>Impact: High</b></p> <p>Findings from learning walks were disseminated to support areas for focus (within the super-six) and sharing of best-practice.</p> <p>Learning walks show all staff are using the ‘super six’.</p> <p>UPS3 holders held CPD</p>	<p>Continue with strategies which now need to be embedded.</p>

	<p>required to complete 15 hours of individual CPD per year</p> <p>Subscription to the National College</p> <p>UPS targets – leading aspects of T &amp; L for wider staff body</p> <p>Intensive CPD to develop a relational approach to behaviour management</p>	<p>sessions to share T &amp; L techniques and best practice</p> <p>Staff voice shows increased confidence and positive attitudes towards our approach to curriculum design and relational approach and a shared common language.</p>	
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## TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Targeted interventions and nurture support at every stage	<p>Structured academic support and use of the School Led Tutoring Grant will support successful transition at all stages.</p> <p>Staffing CPD for TAs and other staff to enable the delivery of small group and 1:1 interventions</p> <p>Structured, timetabled interventions KS3 additional literacy and numeracy programme – LiT</p> <p>School-led tutoring – Year 8 reading and writing groups</p> <p>KS4 Alternative curriculum - AQA Unit awards.</p> <p>After school/holiday subject interventions.</p> <p>One-to-one tuition for disadvantaged students</p>	<p><b>Impact: Medium</b></p> <p>Average reading scores of the year 8 focus groups have increased.</p> <p>School led tutoring average increase is 9.25. Those with the lowest starting points and made most progress.</p> <p>Year 8 &amp; 9 LiT group reading ages improved across the board by an average of 3 years.</p> <p>22 units achieved per student in Unit Awards. Functional Maths and English skills are improved and Life skills are developed e.g. cooking, leadership and healthy eating</p> <p>118 students received School Led Tutoring and 1450 hours</p>	<p>Continue with the strategy.</p> <p>LiT programme has impact when delivered well. Adapt SoW to only include most impactful activities.</p> <p>Develop a numeracy intervention</p> <p>Better use of the School-Led-Tuition Grant For example, hire a tutor to deliver reading &amp; writing interventions for students with GL/SAT scores of between 80 and 99</p> <p>Increase the number of students accessing quality tuition</p> <p>Identify KS4 target groups</p>

	All PP students are provided with revision guides and other resources (including access to ICT) which support their learning.	of tutoring were delivered. 40 students received at least 12 sessions.	
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
A school wide plan for Personal Development	<p>This will enable students to be confident, resilient and able to keep themselves safe and healthy. It will support safeguarding priorities within our local context and the wider national agenda (e.g. relationships, inclusion, equality and child on child abuse), preparing student for their next stage in education, training and employment.</p> <p>A comprehensive PSHE programme: 1 hour PSHE fortnightly, tutor time activities, drop down days, expert guest speakers.</p> <p>Achieve the Corriel Award (Drugs and Alcohol awareness).</p> <p>Achieve the BERT (RSE) Award</p> <p>Careers programme from year 7 onwards: Becoming X resources, additional options support (PP students to meet with SLT to discuss choices), year 10 work experience and enterprise days and independent careers advice (all PP students receive at least 2 careers interviews)</p>	<p><b>Impact: Medium</b></p> <p>The programme covered all key areas. Provision was of a high quality. There was a particular focus on wellbeing/mental health, healthy relationships and equality. Some topics were informed by the most prevalent safeguarding concerns and incorporated local issues.</p> <p>Student voice shows students are more knowledgeable and confident in speaking out against harmful sexual behaviours and inequalities – the number of incidences students report has risen.</p> <p>Current data shows 99.5% of school leavers are in Education or Training.</p>	<p>Continue with the planned strategy.</p> <p>Recruitment of a PSHE co-ordinator who will focus on quality curriculum planning and incorporating more opportunities for developing cultural capital.</p> <p>Student focus groups to better understand student perceptions around safety, bullying etc,</p> <p>Re-issue student equality survey – has results improved since last November?</p> <p>Continue to work towards Corriel and BERT Awards</p>
Pastoral, attendance and behaviour	Focus pastoral support on the removal of barriers to learning and barriers to attendance to improve the engagement	<p><b>Impact: High</b></p> <p>Year Leaders and wider</p>	<p>Continue to embed strategy and improve approaches.</p> <p>Year Leaders to re-introduce attendance focus groups. Tutors</p>



support	<p>of disadvantages students and their families</p> <p>Restructure of the pastoral team to recruit an additional year leader (so that each year group has one)</p> <p>Develop a clear strategy for managing attendance which is progressive from tutors to year leaders to EWO.</p> <p>Family support strategy includes allocation of key workers, regular communication and partnership working.</p> <p>Nurture group (academic support classroom) –supporting students who struggle to access the curriculum and/or attend school due to their SEMH</p> <p>Become accredited as an Attachment and Relationship Aware School (ARAS), reviewing approaches to behaviour management, moving to an emotion coaching approach</p> <p>A coordinated, school wide approach to transition</p> <p>Year 11 tutor group to support all aspects of school life.</p> <p>Year 11 Mentoring.</p>	<p>pastoral teams are working more closely and as a result students and families are receiving appropriately targeted support.</p> <p>The attendance policy and procedures have been reviewed and tightened to incorporate a balance between support and challenge.</p> <p>There is still a gap between the attendance of PP and non-PP students but the attendance of SJH PP students was above national average by 1.2%. The gap between SJH PP and non PP students has narrowed slightly.</p> <p>We have improved our responses to students with anxiety related non-attenders and are accessing internal and external support.</p> <p>We achieved ARAS status in July 2021.</p> <p>A transition team was established and met regularly to ensure improved links with primary schools and improved knowledge of student need. An additional transition day was provided on the first day of the September term.</p>	<p>to 'check-in' with students when they have been absent (with a view to identifying any barriers to attendance).</p>
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SEMH interventions	<p>Support students through targeted SEMH interventions designed to remove barriers to attending school and barriers to learning whilst in school. Early identification of need is key to the success of this, as is referral to appropriate services (internal and external).</p> <p>Apply the THRIVE model – which provides/identifies 3 levels of support:  Level 1 – whole school (PSHE) and individualised Emmaus based interventions to support emotional regulation (e.g. resilience, anger management).  Level 2 – work with partner organisations e.g. Changing Lives to provide enhanced levels of support e.g. CBT  Level 3 – expert, CAMHs level of support needed – timely identification and referral to these services.  Staff CPD in recognising the signs of poor mental health; 3 new staff to qualify in Mental Health First Aid each year  CPD for the Wellbeing Team  Identification of Designated Mental Health Leads  Development of the Mental Health policy and plan using the MH audit tool</p>	<p><b>Impact: High</b></p> <p>A referral system which supports appropriate and timely triage/allocation of support for students</p> <p>Growing experience of pastoral staff</p> <p>Case studies of the wider staff body noticing ‘changes’ in students – illustrating the effectiveness of the ‘whole-school approach’</p> <p>Reduced numbers of students needing level 2 and 3 support (due to early intervention)</p> <p>Improved attendance of PP students.</p> <p>Regular ‘supervision’ meetings with Changing Lives. Changing Lives are regular visitors to school, helping to deliver the Personal Development/PSHE plan through drop-down sessions, Acts of Worship, Focus groups etc  Outcomes were positive – showing notable impact for the 3 interventions we ran: Anger Management, Emotional Resilience, Anxiety – 57 students took part throughout the year.</p>	<p>Continue with strategy.</p> <p>Finalise the MH Policy</p> <p>Increase the number of Mental Health First Aiders</p>
Increase the	Proactive encouragement of	Impact: Medium	More focus is needed in this area:

<p>participation of disadvantaged students in extra-curricular activities</p>	<p>disadvantaged students in educational visits and extra-curricular activities by removing barriers to participation e.g. transport. This will support the development of character and cultural capital.</p> <p>Identify PP students with particular talents and encourage/facilitate further development.</p> <p>Develop a programme of extra-curricular activities mostly taking place at lunchtimes</p> <p>Develop an approach to supporting participation in educational visits</p>	<p>Due to the amount of opportunities missed because of COVID, residential were arranged for all year groups. Disadvantaged students were given financial support so that they could participate.</p> <p>Many clubs – particularly at lunchtimes, although student voice has revealed some PP students are not aware of what is available during and after the school day – which limits participation.</p> <p>All students 75.2% have been involved in some extra-curricular activity (Sports, Clubs, Trips, Additional lessons etc.)</p> <p>68.3% of PP students have been involved in Extra-Curricular activities</p> <p>77.1% of non-PP students have been involved in Extra-Curricular activities</p>	<p>Identify PP students with talents and facilitate development/participation e.g. music lessons, after school sports clubs (transport home)</p> <p>An approach to supporting/funding educational visits is still needed.</p>
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## ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	<p>PP lead will share with link governor and chair of governors.</p> <p>Link to the PP strategy on the website will be shared with parents in school newsletter.</p> <p>PP lead will share with Trust Lead for PP</p> <p>PP lead will share with staff in school</p>
How do you know staff understand the strategy and apply correctly?	<p>PP lead will provide CPD for all staff about the priorities for PP students.</p> <p>SLT with specific responsibilities in school will monitor PP provision in their area.</p> <p>PP lead will oversee that all monitoring and reviews are completed at the indicated times.</p>

