

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Beckfoot Upper Heaton	
Number of pupils in school	731
Proportion (%) of pupil premium eligible pupils	43% (312 students)
Academic year/years that our current pupil premium strategy plan covers	2022-23, then reviewed and adjusted/updated
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Graeme Wrightson (HT)
Pupil Premium lead:	Mel Ward (DHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,173
Recovery premium funding allocation this academic year	£78,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£362, 833

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential as learners in our school.

Our aim is that our pupil premium strategy is rooted in an “assess/plan/do/review” approach rather than an assumption about the impact of disadvantage and we will aim to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

The focus of our pupil premium strategy will be:

- The development of a robust strategy to support disadvantaged students who are currently behind targets to achieve at least target levels at the end of year 11. Ensuring that high quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support
- The development of a planned programme of literacy interventions for disadvantaged students assessed as currently below age related reading expectations
- The development of a focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach aiming to raise attendance to Trust target level.
- The continued development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement, the majority of such students in our come from disadvantaged backgrounds
- The continued development of a strategy around ensuring that breakfast is on offer each morning and every break time at no cost to disadvantaged students

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance, persistently absent students are at 46.9% November 2022, 48.8% of these students are known to be disadvantaged
2	66% of students (475) for whom English is an additional language and/or are new to English
3	Currently 50% of students in KS3 have been assessed as being below age related expectations in relation to reading, thus impacting on their ability to access classroom teaching
5	Personal Development, daily student self-referrals to Healthcare Lead (around 10-15 daily) and current school attendance challenges suggests that many students are continuing to struggle to develop resilience and to maintain good physical and mental health and well-being.
6	Year 11 November mock data informs that 28.3% of PP students are currently achieving Basics (English and Maths) grades 9.4 compared to 28.7% of all students, with a gap now emerging

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
1. A focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach aiming to raise attendance to Trust target level	<ul style="list-style-type: none"> Aiming for 94% attendance, in line with national (current 85.36%, national 91.4%) PP students picked up quickly, links made with families, clarity around barriers, plans in place quickly and gap with non PP reduced PA students currently at 46%, aim is to reduce this to 26%
2. The development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement	<ul style="list-style-type: none"> Current clear and transparent admission process has continued to develop, coordinated by the Admission Team, ensuring that newly admitted students are nurtured and supported into school, settle quickly and have minimal flags for behavioural incidents 3. An admission assessment process coordinated by the Admission Team alongside the Co-SENDCo Team, the Catch-Up Coordinator and Faculty Leads has continued to develop, ensuring accurate assessment of need and the identification of the most appropriate interventions which are then implemented swiftly.

	<p>4. The further development of a specialist teaching team offering specific support for students for whom English is a second language to ensure that they are able to reach their potential as learners, linking with other providers who are able to model ways of working and offer training to staff</p>
<p>5. Literacy interventions for all students assessed as below age related reading expectations 54% of students assessed as being below age related reading are disadvantaged</p>	<ul style="list-style-type: none"> • All students receiving intervention to have made accelerated progress in their reading age beyond their expected chronological age development. • All students to be functionally literate, with at least a reading age of 11, so that they can access the mainstream curriculum. • The majority of students to be no more than 2 years below their chronological age (quintile 3).
<p>6. A continued focus on the food in the canteen served to students, in particular a breakfast offer, available free to all disadvantaged students first thing each morning and at morning breaktimes</p>	<ul style="list-style-type: none"> • Students are well nourished during the school day, in particular eating breakfast either at home or in school and are eating during the middle of the day at some point • Food is culturally appropriate, well balanced and healthy
<p>7. A focus on disadvantaged year 11 students who are currently behind targets, the development of a robust strategy to support them to achieve at least target levels at the end of year 11</p>	<p>Targets for Basics as follows: Whole school: 4+ = 62% 5+ = 38% Pupil Premium: 4+ = 50% 5+ = 28%</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: £21,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A continued focus on disadvantaged students who are currently behind targets, through the development of strategies known to be supportive for raising the attainment of disadvantaged students. During the academic year 2022-23 there will be a focus on routines for learning and the embedding of learning modes, as a strategy to close the gap between PP and non PP student attainment and to support more PP students to achieve at least target levels at the end of year 11.</p> <p>CPD for colleagues will take the form of re-hearsal/deliberate practice to ensure that teachers are confident and effective as they develop these strategies in their classrooms.</p> <p>Will require:</p> <ul style="list-style-type: none"> • x10 hour R+D - CMO AHT Teaching and Learning • x6 45 minute CPD sessions - CMO AHT Teaching and Learning 	<p>Summer 2022 results indicate that the gap between PP students and non PP students achieving grades 9-4 basics was -15.6%.</p> <p>Summer 2022 results indicate that there was a -1.12 grade gap in attainment between PP students and non PP students.</p> <p>Year 11 November mock data informs that 28.3% of PP students (17 students) are currently achieving Basics (English and Maths) grades 9.4 compared to 28.9% of all students (24 students), with a gap of -0.6%.</p> <p>However, PP students are performing better for 5+ and 7+ than non PP students:</p> <p>PP 5+ = 20% Non PP 5+ = 14.5% Gap = 5.5%</p> <p>PP 7+ = 3.3% Non PP 7+ = 0% Gap = 3.3%</p> <p>This would indicate that a continuation of successful strategies from last academic year will be supportive, alongside the development of teaching strategies as outlined.</p>	<p>6</p>

<ul style="list-style-type: none"> Put into practice by teaching colleagues 		
Targeted period 6 intervention for most 'at risk' students based on November mock data.	See above	6
<p>Targeted holiday study support during the February half term and Easter holidays for year 11 PP students:</p> <ul style="list-style-type: none"> English & Maths “clubs” offered specific support around study skills The provision of a secure, safe, school space for students wishing to revise in the February half term and Easter holidays. <p>Staff required to support: 2 English teachers 2 Maths teachers 2 staff in library</p> <p>Support for the provision of food and minibus to pick up/drop off students.</p>	<p>Year 11 Progress 1 data identifies widening gaps in Attitude to Learning 1 (ATL 1) for PP as against non-PP = -4%</p> <p>However, the picture is better for ATL 2,3,4:</p> <p>ATL 2 = 8% ATL 3 & 4 = 2%</p> <p>Indicating that holiday support to further embed positive study skills would be supportive.</p>	6

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

Budgeted cost: £87,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of revision guide packs by faculties to support disadvantaged year 11 students with	Year 11 November mock data informs that 28.3% of PP students (17 students) are currently achieving Basics (English and	6

<p>independent revision as they prepare for GCSE exams</p>	<p>Maths) grades 9.4 compared to 28.9% of all students (24 students), with a gap of -0.6%.</p> <p>However, PP students are performing better for 5+ and 7+ than non PP students:</p> <p>·</p> <p>PP 5+ = 20% Non PP 5+ = 14.5% Gap = 5.5%</p> <p>PP 7+ = 3.3% Non PP 7+ = 0% Gap = 3.3%</p> <p>The provision of revision guide packs ensures that the ability to purchase revision materials is not a barrier to independent study.</p>	
<p>The development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement</p> <ul style="list-style-type: none"> • Led and coordinated by AHT Access/Inclusion (1 hour a week) • Implemented by Catch-Up Coordinator 5 hours per week • Additional colleague with appropriate language skills and EAL support background to work one day a week to offer KS4 students additional support around exams 	<p>Students who are new to English receive at least once weekly intervention to support their acquisition of English to an assessed level of sufficiency to ensure they can work within a mainstream setting.</p> <p>Currently no further language support is offered beyond this point for students for whom the acquisition of English as a second language may continue to present a barrier to their progress/achievement, especially at KS4. This further development of provision would support development in this direction.</p>	<p>2</p>

<p>Literacy interventions for all students assessed as below age related reading expectations.</p> <p>For students 2-5 years below expectations a tutor in place to offer at least weekly 1:1 or small group reading interventions focusing on retrieval, comprehension and inference.</p> <p>For students more than 5 years below expectations SEND TA team and SEND HLTA to deliver reading interventions focused on retrieval and comprehension with phonics teaching as needed.</p> <p>Need to add the cost of reading interventions we have purchased.</p>	<p>Currently 50% of students in KS3 have been assessed as being below age related expectations in relation to reading, thus impacting on their ability to access classroom teaching.</p> <p>54% of PP students are reading below age related expectations.</p>	<p>3</p>
<p>Support for students with complex social, emotional, behavioural needs, who are unable to consistently attend mainstream lessons and for other vulnerable students requiring significant additional support to ensure they are able to attend most lessons and access the curriculum</p> <ul style="list-style-type: none"> • Via the Vulnerable Learners Centre (VLC) within school. Staffed by AHT (10 weekly lessons), Co-SENDCos (11 weekly lessons), f/t HLTA, f/t Behaviour Mentor, 15 additional teaching colleagues • The support and overview of 10 students in longer term 	<p>Suspension data: PP students = 150 half day sessions Non PP students = 175 half day sessions</p> <p>Thereby demonstrating that the strategies used as the VLC was developed last year made an impact and that it is appropriate to continue the provision.</p> <p>School currently has 13 students on roll with complex needs in relation to their behaviour/social/emotional/mental health with no specialist provision available in the city.</p> <p>Between 25-30 students receive weekly Vulnerable Learner Centre (VLC) support.</p>	<p>5</p> <p>1</p> <p>6</p>

alternative provision placements – AHT Access/Inclusion (4 hours weekly)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £290,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A continued focused and well-structured attendance strategy focusing on a graduated approach aiming to raise attendance to Trust target level and ensure that attendance of PP students does not fall behind that of non PP students</p> <p>Identification of and contact with PA students, plus engagement with parents/carers regarding a “back to school” plan, to include:</p> <ul style="list-style-type: none"> • Attendance team to be strengthened from the start of the spring term 2023 with a Family Liaison Officer • Individual stepped plans, with rigorous consequences in line with LA expectations • Identification of family groups who need support and challenge around school attendance • Early Help process as part of support and the developments of work with other agencies to support 	<p>Poor attendance, persistently absent students are at 46.9% November 2022, 48.8% of these students are known to be disadvantaged</p>	<p>1</p>

<ul style="list-style-type: none"> • The continued implementation of a range of attendance raising strategies, to include, a range of rewards for improved attendance • School PCSO supporting attendance strategies via home visits and holiday schemes/support that focus on PP students 		
<p>A continued focus on the provision of a free breakfast for students, at the start of the day and also at break-time in the shape of free bagels.</p>	<p>Behaviour system data demonstrates that students struggle to regulate towards the latter part of the morning and in the afternoon and when questioned many have failed to eat adequately during the day.</p>	<p>5</p>
<p>School counsellor providing mentoring and counselling support 4 days across the week, led/triaged by the Good Space Well-Being survey</p>	<p>During the previous academic year our school counsellor operated on the basis of responding to need as it arose and quickly became overwhelmed. The need to develop a more strategic approach became very clear.</p>	<p>5</p>
<p>Continued provision of a uniform shop to support PP students not able to access full uniform.</p>	<p>Whilst all students now have uniform, students continue to struggle with the more expensive items of blazer and black shoes. Ensuring that these items are readily available through the uniform shop ensure that students do not pick up behaviour codes for uniform issues</p>	<p>5</p>

Total budgeted cost: £399,413

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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Review: last year's aims and outcomes

Aim	Outcome
<p>A focus on disadvantaged year 11 students who are currently behind targets, developing a robust strategy to support them to achieve at least target levels at the end of year 11</p>	<p>Attainment 2022</p> <ul style="list-style-type: none"> · DV gap 9-5 = 18% · DV gap 9-4 = 15.6% <p>This focus will carry forward into academic year 2022-23 via a continued focus on disadvantaged students who are currently behind targets, through the development of strategies known to be supportive for raising the attainment of disadvantaged students. During the academic year 2022-23 there will be a focus on routines for learning and the embedding of learning modes, as a strategy to close the gap between PP and non PP student attainment and to support more PP students to achieve at least target levels at the end of year 11.</p>
<p>Implementation of Faculty specific interventions and inclusive classroom support for disadvantaged students</p>	<p>Geography: Support for trips and other enrichment opportunities.</p> <p>Some impact on trips from Covid remained until towards the end of the year but trips were planned for year 7 and year 8 and provided enrichment opportunity for DV students and supported their mental health and well-being.</p> <p>Science: Revision guides and workbooks bought for 60 PP students.</p> <p>Out of 133 students who were entered for GCSE Combined Science, 55 were PP and received a free CGP revision guide and workbook pack through PP funding</p> <p>Out of 4 PP students that were predicted a grade 9-7, all four achieved the grade (compared to 16.5 students who were non-PP). Notably, an additional two students who were not predicted a 9-7 achieved such a grade.</p> <p>Out of 25 PP students that were predicted a grade 9-5, 12.5 achieved the grade</p>

(compared to 36.5 students who were non-PP).

Out of 37 PP students that were predicted a grade 9-4, 21.5 achieved the grade (compared to 48.5 students who were non-PP).

The strategy was felt to be successful for students who were motivated to work at home and who had 95%+ attendance.

Maths: a focus on purchase of equipment to specifically support PP students, namely:

All PP students were bought a scientific calculator.

Practical, age appropriate, equipment was purchased for lower ability groups, which contained majority PP students.

Revision cards and practice workbook purchased for PP students in foundation and higher maths groups.

Yr 11 PP Summer 2022 Maths grades

4+	27	52%
5+	14	27%
7+	6	12%

Overall Year 11 results had also increased from 2019 outcomes.

Design Technology:

Purchase of Digital Boost resources for PP students.

Purchase of AQA Food Preparation and Nutrition Revision guides for PP students.

Creation of home learning packs for KS3 students.

Purchase of Fareshare membership to support the provision of food prep resources for PP students, as well as snacks for P^

	<p>lessons and the provision of additional food parcels.</p> <p>Support PP students to attend KS4 trips and to participate in Stem activities.</p>
<p>The development of literacy interventions for all students assessed as below age related reading expectations</p> <p>48% of students assessed at the time as being below age related reading were disadvantaged</p>	<p>Interventions through the National Tutoring programme divided into 3 groups:</p> <ul style="list-style-type: none"> • 1-to-1 interventions for students who were 5 or more years below their reading age for half an hour a week with an Academic Mentor • 1-to-2 interventions for students between 4 and 5 years below their reading age for half an hour a week • 1-to-3 interventions for students between 3 and 4 years below their reading age for an hour a week <p>During these interventions, the students worked through the Lexonik Leap programme, with a heavy focus on phonics.</p> <p>We paid for the training of one of our Academic Mentors on the Lexonik programme which was then shared with our other Academic Mentor.</p> <p>We also trained Donna Drew (HLTA SEND team) so she is qualified to continue running this programme into the new academic year.</p> <p>Interventions were also established for any Pupil Premium students whose reading ages weren't as significantly below their chronological age but who still required some further literacy help. For students with a reading age between 1 and 2 years below their chronological age were timetabled to 1 hour of a 1-to-6 lesson, per week, focusing on a curriculum created by the Literacy Lead and based on National Curriculum based research and the work of Alex Quigley. It included:</p> <ul style="list-style-type: none"> • Vocab Acquisition • Comprehension • Decoding and encoding of vocabulary (tier 2 priority) • Spelling and guided/directed reading <p>Towards the end of the academic year the students were also taught some of the 'Game Changers' curriculum. An initiative that had been set up and run by the Literacy Foundation.</p> <p>BUH also had the provision of running literacy lessons for two hours a week for students in year 7 and 8 who had arrived with significantly</p>

low SATS scores in English. The same curriculum was used for these students as the 1-to-6 intervention groups with frequent assessment points to understand the impact on the pupils.

Tutor time weekly literacy sessions were established with a focus on vocab acquisition and explicit vocabulary teaching

The library, which had been used to support “bubble” ways of working during the Covid pandemic was re-opened and a librarian was appointed, alongside student library assistants, author visits, library competitions, reading schemes and even visits from the press, all aimed at re-building a culture where students enjoy reading.

Those whose reading ages in year 9 were higher than their chronological age, supported paired reading in the library with students in year 7 and 9 whose reading ages were below their chronological ages

KS4 – students who had a reading age below 10.6 (age to access exam content) completed ‘Ruth Miskin’ on a weekly basis, conducted by the SEND Team.

Students who were taking part in interventions run by the Academic Mentors made great progress across KS3.

The Mean SAS went up by 5%, meaning that the students in these intervention groups are now closer in their reading age to their chronological age compared to the start of the academic year.

We can also see a shift across the ‘Standard Age Score Bands’, meaning we have fewer students in the ‘very low’ and ‘below average’ categories compared to the start and more students have shifted across to the ‘average’ and ‘above average’ categories.

Reading test results demonstrate that students in Catch-Up Funding intervention groups also made progress, albeit not as much as the NTP, though it should be remembered that students in these intervention groups didn’t have such significant differences between their reading age and their chronological age.

More students ended the year closer in reading age to their chronological after the retest when compared to the beginning of the

	<p>year. The greatest impact was on those students who had the lowest reading scores at the start of the academic year.</p> <p>The impact of the Ruth Miskin programme on year 10 students was a great success, all students who participated graduated, reaching that imperative 10.6 score to enable them to more confidently access GCSE exam vocabulary.</p> <p>All data suggests the pupil premium students who had significantly low reading ages compared to their chronological ages made the most progress overall.</p> <p>Next steps will be led by the newly appointed Literacy Lead and FL English and will include:</p> <ul style="list-style-type: none"> • Repeat reading tests • Develop a whole school reading strategy aimed at creating a consistent approach to reading through targeted vocabulary instruction complemented by a number of integrated strategies.
<p>The provision of a secure space for vulnerable disadvantaged learners who need support around a bespoke curriculum offer, with appropriate technology in place to support delivery of a bespoke curriculum to support engagement with learning and progress towards targets</p>	<ul style="list-style-type: none"> • VLC space now in place in a designated classroom space (S10) and operating successfully as “hub based” support for students requiring bespoke provision in school for issues related to their social, emotional and mental health • Staff team also now in place, comprising: <ul style="list-style-type: none"> Co-SENDCo/AHT HLTA Behaviour Mentor Visiting teachers, offering curriculum support • Challenges remain regarding the accommodation of students with complex needs, who are unable to attend mainstream lessons with any consistency and who require longer term placement in a specialist setting
<p>The development of a focused and well-structured attendance strategy in line with Trust policy focusing on a graduated approach aiming to raise attendance to Trust target level</p>	<p>PA students currently at 46%, aim is to reduce this to 26%</p> <p>Progress 2021-22 has been:</p> <ul style="list-style-type: none"> • The identification of and contact with PA students, plus engagement with parents regarding a “back to school” plan.

	<ul style="list-style-type: none"> • Plans for individual PA students, within which were consequences in line with LA expectations. This was supported by LA traded offer, LA colleagues were able to work with some, though not all students causing concern • Work to identify particular family groups needing support and challenge around attendance was not fully completed and remains a task to begin • The Early Help process has developed further and become fully embedded into the safeguarding process. Continued Early Help work would ensure that the process always has school attendance on the agenda • The further development of a range of attendance raising strategies, including rewards and incentives remains under-developed and is planned as a focus for the coming year • The school PCSO has worked alongside the Attendance Team and the Safeguarding Team to ensure that the number of home visits made to follow up attendance has increased to between 5-10 a week and this work will continue • Prioritisation of ensuring correct registration and the LA traded offer ensured prosecutions of those students with the lowest attendance and the imposition of holiday fines, to continue
<p>The development of a well-coordinated and robust package of teaching support for disadvantaged students who are new to English on admission, as well as for students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement</p>	<p>There has been some progress in respect of this aim, but further work will need to be carried forward into academic year 2022-23.</p> <p>There has been substantial progress in the shape of disadvantaged students who are new to English on admission:</p> <ul style="list-style-type: none"> • Students are now all assessed by our Catch-Up Coordinator as part of their admission process • If a student is assessed as having little/no English then they will be offered interventions to support them across the week • The assessment results are shared with Faculty Leads to support the setting process for student timetables <p>This process will continue alongside plans to expand the assessment process by</p>

	<p>purchasing a new assessment tool which will enable colleagues to more fully assess students for whom the acquisition of English as a second language continues to present a barrier to their progress/achievement, particularly in KS4.</p> <p>Librarian: Purchase of parallel texts in Slovakian and English in the library and the development of librarian reading sessions with a small group of disadvantaged Slovak-speaking students. This work was successful, though students were reluctant to stay for after school sessions. Next step moving forward would be to include this in intervention work.</p>
<p>The development of a strategy in relation to the food served to students in the canteen, in particular a breakfast offer, available free to all disadvantaged students first thing each morning and at morning breaktimes</p>	<p>Magic breakfast established, free bagels/toast for all PP students, good take - up and recently extended to include morning breaktimes, to continue.</p>
<p>The provision of a uniform shop to support PP students not able to access full uniform</p>	<p>Now fully in place and operating successfully</p>
<p>School counsellor providing mentoring and counselling support 4 days across the week, focused on disadvantaged students</p>	<p>This support has been successful and will continue into next year. Next year the work of the school counsellors will be triaged by the well-being survey which we are piloting on behalf of Good Space New Zealand and which is already proving a highly effective tool to support the triaging of student need; all students in school will have completed the survey by end of Autumn term 2022</p>
<p>The continued development of a coherent, “assess/plan/do/review” based strategy to support all disadvantaged students with SEND to ensure that they reach their potential as learners in our school</p>	<p>Significant progress since the appointment of two new Co-SENDCos, in the shape of:</p> <ul style="list-style-type: none"> • CPD for staff, programme in place across the year • Learning plans on ClassCharts to support teachers to differentiate and include SEND students • Relevant interventions in place for students with EHCPs and in the longer term for students who are K+ on the SEND register. • Robust assessment of students to inform appropriate interventions and to evidence progress. • Exam Access Arrangements in place for all students in years 10 and 11 (by February 2022) and year 9 by the end of the summer term 2022.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.