

TADCASTER GRAMMAR SCHOOL



Pupil Premium & Recovery Premium Statement

Staff Responsible	Assistant Headteacher (Vulnerable Learners)
Adopted by the TGS Governing Body	NOV 22
Review Date	NOV 23

Tadcaster Grammar School - Pupil Premium and Recovery Premium Strategy Statement - September 2022

This statement details our use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to support the progress 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 and our recovery funding had within our school.

School overview

Detail	Data
School name	Tadcaster Grammar School
Number of pupils in school	1518 (with sixth form) 1294 (without sixth form)
Proportion (%) of pupil premium eligible pupils	10.86% (including sixth form total) 12.75% (without sixth form; PP stops in Year 11)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	annually
Statement authorised by	Mr A Parkinson (Headteacher)
Pupil premium lead	Mrs M Carroll (Assistant Headteacher)

Governor / Trustee lead	Mr D Gluck Mrs S Quirk
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,392.50 (Approx)
Recovery premium funding allocation this academic year	£39,744 (Based on 144 students x £276)
Pupil premium/Recovery Premium funding carried forward from previous years	£5093.04
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	£209,229.04

Part A: Pupil premium strategy plan: Statement of intent

At the heart of the Tadcaster Grammar School 'Vision and Values' statement is our commitment to ensure the 'best support for each student', offering them the 'optimum curriculum experience' and ensuring 'the highest expectations, with no limitations'.

Our vision and moral purpose is that our students thrive, achieve their best, develop resilience, champion themselves and each other, whilst seeing learning as an exciting journey that helps them realise their life chances.

Our commitment to our school community is to provide a safe place to be; a sense of belonging, where staff are champions of the students and have the highest expectations of them; where teaching and learning is of the highest standard and tailored to individual needs, alongside mutual respect, support and care.

Our responsibility - We recognise the transformative power that education can have and our inclusive ethos and approach offers pathways to success.

Pupil Premium is a funding stream allocated to schools to provide additional support to students on or who have, in the previous 6 years, received free school meals. In addition, 'Pupil Premium Plus' for looked after and previously looked after children, acknowledges the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life.

The Pupil Premium Funding at TGS is used to:

- diminish the difference between disadvantaged students and their peers;
- address any underlying inequalities between children eligible for Pupil Premium and their peers;
- support students who need the funding most in order to make a significant impact on their education and lives;
- provide additional educational support to improve the progress and to raise the standards of achievement for disadvantaged students;

Principles underpinning PP Funding expenditure:

High quality teaching disproportionately benefits children eligible for PP and is vital in raising attainment. TGS has a strong commitment to the continuous professional development for all staff, with a real focus on staff training centred around evidence-based 'best practice' in the classroom for teachers and teaching assistants.

This evidence-based approach extends to identifying the most effective interventions and examples of successful whole school strategy. TGS has a designated senior leader, with strategic responsibility for vulnerable learners. A full-time Pupil Premium Manager also acts as a key advocate for our students eligible for Pupil Premium.

Ensuring all students are 'known, included and heard' is at the heart of Tadcaster Grammar School's ethos. Tutors and subject teachers know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress. Improving the life chances of students who are eligible for pupil premium is part of our school's moral purpose. Funding allocated to students eligible for Pupil Premium is targeted and spent on improving outcomes for disadvantaged students.

TGS does not confuse eligibility with low ability and focuses on supporting all students to achieve the very best outcomes, whatever their starting point.

Senior leaders prioritise the needs of this cohort (teaching and learning, attendance, attitude to learning, additional needs and interventions, access to the curriculum and extra curriculum) through school systems: Teacher and Learning Communities and staff training; Attendance reviews and support; regular reviews, student profiles; regular scrutiny and quality enhancement). In addition, termly meetings with school governors are also held, who challenge the way the money is being spent and be part of strategy decisions.

Progress review data is provided after every reporting cycle (3 times per year) at KS4 and internally within faculties at KS3 for staff to highlight students in their classes who may be experiencing challenge. An ongoing 'assess, plan, do and review' of the needs and outcomes of students is recognised as essential quality-first teaching. Attitudinal data are provided too as we recognise the strong correlation between attitude to learning and outcomes.

Excellent teaching is paramount but there is, at times, a need for focused intervention outside of the mainstream classroom. Maths and English teachers and tutors who have excellent track records are allocated to teach specific groups. Many departments have set up peer-mentoring and teacher support programmes.

The EEF (Education Endowment Foundation) notes that parental engagement is effective in improving performance. The school's Pupil Premium Manager works very closely with parents so that they too feel known, included and heard. Support is offered to all families and targeted where there may be external barriers to their child's learning.

Challenges

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

Challenge number	Detail of challenge
1	Literacy (especially reading ability) and Numeracy levels
2	Well-being, mental health and safeguarding concerns
3	Engagement and Regulation – ready to learn and executive function concerns
4	Attendance and Levels of Persistent Absence
5	Inclusion and Access - to technology, educational materials and co and extracurricular opportunities.
6	In year transfers, especially during KS4

Intended outcomes

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	To improve literacy and numeracy outcomes for students eligible for PP in every year group.	Reduce the reading gap differential in Year 7 – 9. Students to achieve their target grade in English and Maths at the end of KS3 and end of KS4, accessing targeted support when not on track to achieve this.
2	To prioritise student well-being through our co-curriculum, pastoral support and external agency offer.	Students who have social, emotional and mental health needs receive targeted support to reduce and remove this significant barrier to learning.
3	To improve students' attitude to learning in line with non-eligible peers.	Students eligible for Pupil Premium on average have 'good' attitudes to learning. Students eligible for PP are not disproportionately 'exited' from lessons, in isolation for excluded from school.
4	To remove the attendance gap between PP and non PP students.	School attendance figure is above national average for all students (both PP and non PP) Persistent absenteeism lower than 10%
5	To ensure all students have access to technology, resources and curriculum opportunities.	All students in Year 7 – 11 to have use of a personal chromebook. All students to be fully equipped so 'ready to learn'. No student to be denied access to an educational visit. School to contribute towards extra curriculum and co-curriculum opportunities.
6	To offer a child focused and centred programme for all students, especially those with significant gaps in education.	Students arriving on in year transfers, especially at KS4, to make notable progress within subject areas from starting point to end point, with focus on the core subjects.

Activity in this academic year

This statement 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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching</p> <ul style="list-style-type: none"> • Research/evidence/cognitive science informed approach to TLCs (supported by CPD) • Knowledge-rich curriculum • Reading Programme/DEAR/DEET • Whole school implementation of EEF Marking and Feedback Guidance - (including continued focus on use of visualisers and Mote) • Whole school focus on oracy/disciplinary literacy * TLCs: Supporting Vulnerable Learners; Disciplinary Literacy; Retrieval Practice and Teach Like a Champion • Regular Curriculum Development Time Meetings • Quality Enhancement that actively supports curriculum development 	<p>High quality teaching disproportionately benefits children eligible for PP and is vital in raising attainment (DfE)</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’ EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Principles of Instruction</p> <p>Feedback EEF</p> <p>THE EEF GUIDE TO THE PUPIL PREMIUM</p>	<p>1,3</p>

<ul style="list-style-type: none"> • Support for Early Careers Teachers • Google Classroom used as a continued platform for learning • Continue reflective process 'Know your Students Well' for teachers within assessment and review processes to focus on needs of vulnerable learners. <p>* Enhanced QE system for reviewing teaching and learning of vulnerable learners.</p>		
<p>GL Reading Assessment and Reading Programme</p>	<p>Improving Literacy in Secondary Schools EEF</p>	<p>1,2,3,6</p>
<p>Additional English teacher to reduce class sizes and offer low attaining students access to entry level and functional skills route prior to GCSE</p>	<p>When a change in teaching approach that can be offered through this bespoke and appropriate provision does accompany a class size reduction (nurture groups[are approx 6 students) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Reducing class size EEF</p> <p>Small group tuition EEF</p>	<p>1, 3, 6</p>
<p>Additional Maths teacher to reduce class sizes and offer low attaining students access to an entry level and functional skill route prior to GCSE</p>		<p>1, 3, 6</p>

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Tuition: Small groups and 1:1	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Programmes involving academic mentors can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers so TGS continue to utilise qualified teachers.</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	1, 3, 6
English Tuition: Small groups and 1:1		1, 3, 6
Science Tuition		1,3.,6
25% towards 'school led tutoring' programme		
Use of Teaching Assistants	Making Best Use of Teaching Assistants EEF	1,2, 3, 6

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Mentoring	Mentoring EEF	2-6
Attendance Support	Parental engagement EEF Research into how attendance can impact attainment	4
Educational Psychologist	Social and emotional learning EEF	1-4
Resources (Visits, Arts/ Sports participation, books, equipment, admin) Enrichment Opportunities (Duke of Edinburgh, Work experience and enrichment activities, where applicable visits)	EEF - Arts Participation, Physical Education Opportunities, Aspirational activities all hugely valuable to a child's personal development. Equal opportunity. Arts participation EEF	5,6
Assistive Technology	New EEF guidance report published: 'Using Digital Technology to... EEF	5
Careers Support (Interviews, college/university trips etc)	Secondary School and College leadership views on the impact of the Covid-19 Pandemic on Careers Guidance	2, 3, 5, 6

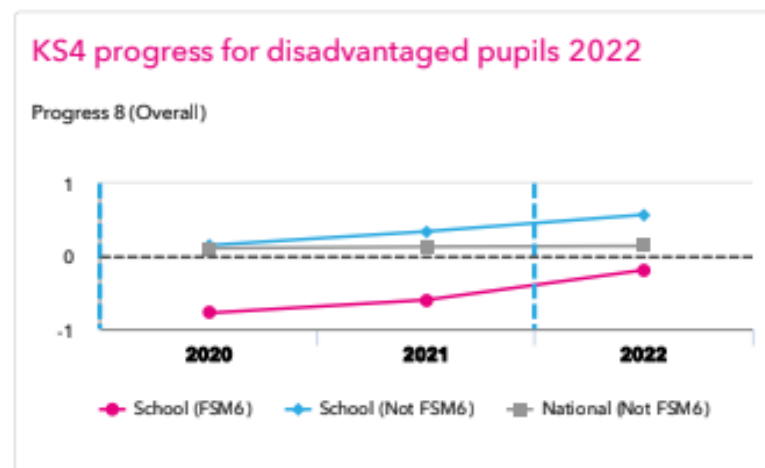
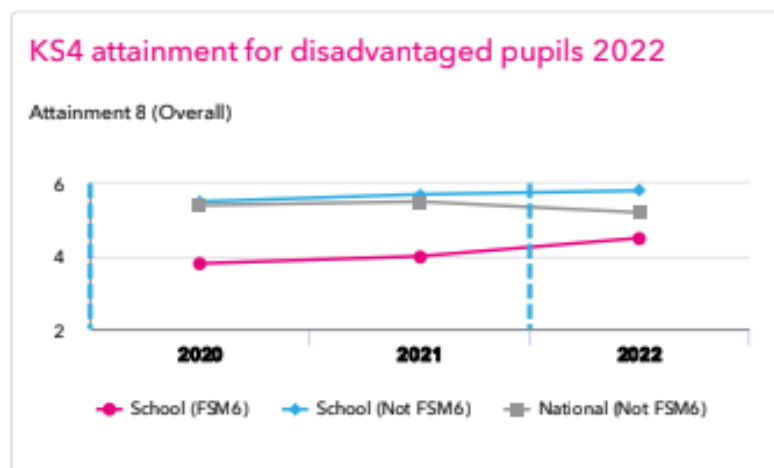
Total budgeted cost: 200,000 (£9,091 contingency)

Part B: Review of outcomes in the previous academic year/s

Key Stage 4 Progress 8 Outcomes - All Students vs Disadvantaged Students

TGS 2017		TGS 2018		TGS 2019		2020/ 2021	TGS 2022	
P8 All students	P8 Disadvantaged	P8 All students	P8 Disadvantaged	P8 All students	P8 Disadvantaged	CAGs	P8 All students	P8 Disadvantaged
+0.23	UCL -0.1	+0.08	UCL +0.12	+0.31	UCL +0.10	n/a	+0.50	UCL +0.33
	-0.56		-0.32		-0.44			-0.20
	LCL -0.86		LCL -0.98		LCL -0.97			LCL -0.74
Disadvantaged Gap		Disadvantaged Gap		Disadvantaged Gap			Disadvantaged Gap	
-0.79		-0.40		-0.75			-0.70	

Disadvantaged pupils



UCL/LCL – 95% Upper and Lower Confidence levels

Closing the gap

One measure of success/failure with regard to Disadvantaged students is referred to as closing the gap. This looks at the difference between the score for All students against the score for Disadvantaged students.



A flawed measure? 2018 shows the smallest gap between All students and Disadvantaged students, but some of this is down to the fact that the Progress 8 score for All students is lower (+0.08). The Progress 8 score for Disadvantaged students in 2018 is only marginally better than the score in 2019, yet the gap is almost twice as big in 2019.

Progress 8 – Aiming for a positive score for Disadvantaged students

If our Disadvantaged students achieve a positive Progress 8 score, this will demonstrate that they are making better Progress than All students nationally. The confidence intervals in 2017 (-0.86 to -0.1) show that Disadvantaged students were almost certainly achieving worse than All students nationally. Since 2017 there has been an improving picture for Disadvantaged students, culminating in the Progress 8 score of -0.2 in 2022 (confidence intervals from -0.74 to +0.33). We aim to continue this improving trend with the aim of ensuring a positive score for Disadvantaged students.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intervention	Strategy/ Intended Outcome	Year group/No of students	Timeline	Cost approx	Review of Impact
Teacher Learning Community and Curriculum Development Time	Focus on teaching and learning through designated teacher learner community sessions and curriculum development time	Staff Training - All school students	2021-22	£8,000	Focus on: metacognition; literacy; ensuring students can process, remember and retrieve what has been taught; modelling and scaffolding; guided practice to independent practice; formative assessment; Rosenshine's Principles of Instruction; curriculum development and structure. See TLC Classroom and departmental plans.
Literacy Training and Staff Development	Literacy Co-ordinator time to develop projects and the delivery of literacy across the curriculum. Improving Literacy in Secondary Schools	Staff Training - All school students	2021-22	£6569	It remains a priority for TGS.  Literacy Action Plan 2022/23
Reflect and Reconnect	 MCA/CST- Restor...		2022	Staff and EP Costs	All staff received Educational Psychology training on restorative conversations as part of a new restorative system in school with the aim of supporting the well-being and academic outcomes for vulnerable learners (and well-being of staff) and focused on a relationship based behaviour approach, inline with school emotion coaching ethos. Excellent feedback with staff using the system both proactively

				(mentoring and connection opportunities) as well as reactively, inevitable for students who may be dysregulated but who learn that after rupture comes repair from adults who offer unconditional positive regard.
Additional Maths Class per year group offering bespoke pathway.	Improved rates of progression in Maths of the least able students in Years 7-11 with a bespoke curriculum tailored to their needs	<p>Small group classes - additional 6 groups timetabled and taught by a teacher. Max capacity 6.</p> <p>As a consequence, reducing class numbers in all Maths sets and offering more streamlined sets.</p>	£37,526	<p><u>Year 11</u> 10 Year 11 students offered this bespoke curriculum left TGS with a qualification, 10 of them with a GCSE grade. 3 students were PP . 1 student had no FFT20 and achieved a grade 3 (no mainstream education until Year 10), the other 2 achieved grade 1's (FFT20 was a grade 2). In total 5 out of the 10 students exceeded the FFT20 grade, 2 equalled it and 3 dropped a grade. 2 students achieved a Level 2 Functional Maths Pass, 3 students achieved a Level 1 Functional Maths pass (2 with EHCP), and 5 achieved an Entry Level 3 qualification.</p> <p><u>Year 10</u> 5 x students achieved an entry level 2 (3 are PP students); and 1 student gained an entry level 3 in Maths.</p> <p><u>Year 9</u> 4 students (1 PP, and 4 EHCP) achieved an entry level 2 and 4 students gained an entry level 3 (2 PP students) in Maths, despite Lockdown.</p> <p><u>Year 7</u> 1 student achieved an Entry Level 1 (EHCP) and 2 students achieved an Entry Level 2 in Maths (both PP and both EHCP) Students continue to thrive in this small group environment, especially when they can be overwhelmed in bigger classes where support and provision cannot be as targeted. Students gain Maths qualifications for</p>

				<p>as early as Year 7 which is proving to make a difference to their sense of mastery in Maths and self-esteem.</p> <p>Students continue to thrive in this small group environment, especially when they can be overwhelmed in bigger classes where support and provision cannot be as targeted. Students gain Maths qualifications for as early as Year 8 which is proving to make a difference to their sense of mastery in Maths and self-esteem.</p>
Additional English Classes per year group offering bespoke pathways.	Improved rates of progression in English of the least able students in Years 7-11 with a bespoke curriculum tailored to their needs.		£16,000	<p><u>KS4 Functional Skills and Entry Level English - 2021 - 2022</u></p> <p>At KS4, 7 students were entered for the summer examinations for Functional Skills English, all having achieved their entry level Gold certificates earlier in KS4. The pass rate for these students was 100% in the summer exams across the qualifications. One student who joined in Year 11 and for whom a large mainstream class would have not been compatible with their social and emotional needs received additional tuition alongside Functional Skills English and was entered for GCSE English, for which they attained a GCSE.</p> <p>Students in this cohort had significant special educational needs (4 EHCPs and 3 on SEN 'K')) as well as 4 being eligible for PP. All students were taught using a range of bespoke techniques to help them bridge learning gaps and make the best possible progress. Mock exams were held for the main teaching group to mirror the mainstream experience,</p> <p>All students were given a great deal of time and personalised attention to help them meet their learning aim with a very hands on approach which involved high levels of care and attention to the needs of each individual.</p> <p>In Year 10, 5 students have received this bespoke English provision at KS3 and 4. Have already achieved both their Silver and Gold Award entry level English and one with significant special educational needs is</p>

					working towards their Silver Award. Noticing a disparity in the learning goals of this group, with some on course to get a GCSE in English language at the end of Year 11, an additional teacher has been allocated and the group has been split for Year 11 to offer stretch and challenge to GCSE for some, whilst consolidating functional skills and entry level targets for others. :
Use of Visualisers and new whiteboards	Improved feedback and modelling in lessons.	All students	2021-22	£2,500	Curriculum Team Leaders bid for the number they would like for their department and a total of 48 were purchased. CTLs cited improved students' understanding, greater opportunity for live feedback and modelling. And better student understanding of how to present work (lesson observation, work scrutiny). Continued Teaching and Learning Target for 2022-23 to embed best practice.
Wordwall (French Resource)	A resource to support student's sentence structures.	All students	2021-22	£214	Exercices created targeting a particular skill and structure. Tasks shared and used by the whole French team at KS3 and KS4 Students gained a better understanding and knowledge of French (KS3/KS4 student voice Summer 2022) Better engagement (KS3/KS4 student voice Summer 2022)
KS4 French Mentoring resources (Studio Vert)	A resource to support independent GCSE French study at home.	4 students	2021-22	£104.76	More differentiation at KS4 (lesson observation) Resources to be used for 1 to 1 mentoring in Autumn 2022 for Y11 mentoring
KS3 French Mentoring scheme	As part of a targeted developmental plan to focus support on vulnerable learners in order to support gaps in learning, remove	Targeted Year 7 and 8 vulnerable learners.	Jan 2022 to July 2022.	Use of PP Manager for form cover.	25 PP mentees 25 Y9 mentors (1 PP) 15 sessions (8.30-9.00) attendance: 69.9% (register) -mini-whiteboards used to show examples and complete tasks

	barriers to learning and therefore develop a sense of mastery for specific vulnerable learners.				(observation) - Mentors valued the opportunities to help younger students Y9 mentor student voice Summer 2022 -85% of Y8 respondents found very useful to extremely useful Y8 mentor student voice Summer 2022 Such was the success that the programme is continuing 2022-23.																
Use of Teaching Assistants	Making Best Use of Teaching Assistants EEF	All vulnerable learners	2021-22	£20,000	QE of teaching assistant, including observations, student voice, parental voice and teacher/TA voice continue to celebrate the tangible difference TAs make to vulnerable learners, including supporting ACDC revision sessions, supporting in lesson, mentoring and home-school liaison.																
Behaviour and Engagement Strategy	To reduce the number of exclusions and sanctions (and therefore reduce lost learning time) for disadvantaged students A clear, consistent, restorative, relationship based behaviour strategy introduced. Based on 'When the Adults Change, Everything Changes' philosophy and Emotion Coaching principles.	All school students	2021-22	Subsumed costs	The launched strategy greatly impacted attendance in lessons; positive relationships and outcomes for students eligible for PP: <table border="1"> <thead> <tr> <th></th> <th>Suspension</th> <th>Internal Exclusions</th> <th>Lesson Exits</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>13</td> <td>36</td> <td>39</td> </tr> <tr> <td>2020 -21</td> <td>3</td> <td>19</td> <td>13</td> </tr> <tr> <td>2021-22</td> <td>4</td> <td>33</td> <td>22</td> </tr> </tbody> </table> The amount of time back in classrooms and learning significantly improved in 2020-21 with the introduction of the new behaviour system. 2021-22 numbers are higher than previous year (which did have a 3 month Lockdown) and remain much improved against 2019-20 (despite a 4 month Lockdown) for our cohort due to these changes.		Suspension	Internal Exclusions	Lesson Exits	2019-20	13	36	39	2020 -21	3	19	13	2021-22	4	33	22
	Suspension	Internal Exclusions	Lesson Exits																		
2019-20	13	36	39																		
2020 -21	3	19	13																		
2021-22	4	33	22																		

Careers Education, Advice and Support	Careers Guidance - individual interviews (30 mins in both Year 9 and 10) and at least an hour in Year 11.	All vulnerable learners	2021-22	£2,000	All Year 9 students eligible for PP were supported by receiving Options advice. All Year 11 students accessed an appropriate post 16 pathway. Awaiting confirmed NEET data.
EP led 'Circle of Adults' Intervention	Circle of Adults for Problems	6	2021-22	£8,800	Testimonials from both foster carers and adoptive parents who attended has been outstanding. Teachers spoke about how it reframed the needs of the child - their early trauma and its impact is now better understood by staff. All students whose teachers have undertaken the Circle of Adults training have had a much improved record of success (fewer behavioural incidents and improved grades) (see individual case studies)
Attendance Support	Pastoral Support - designation of Attendance Officer to monitor and liaise with PP Manager who can support families with a child eligible for PP who has poor attendance. First day response. Home visits. EP Training to support pastoral team on anxiety based school avoidance	All vulnerable learners	2021-22		Although a gap in attendance between non PP - 92.0% and PP - 87.6% last year, Ofsted (Oct 2022) recognised the hard work that was continuing to improve this, including our bespoke provisions both in and out of school and our work Attendance for students on free school meals in the first half-term of 2022 is above the national average in all year groups. Anxiety Based School Avoidance Training and Materials Case studies on impact of EP support for anxiety based school avoiders.

Developing therapeutic provision – Just B counselling/ Therapy	PP students (out of 28) attended Just B sessions last year. (43% of all students seen despite making up only 12% of the school cohort)		2021-22	Subsumed costs	All engaged/continue to engage well and cases were closed or sign-posted to another outside agency.
Day to day pastoral support/ mentoring/PEP meetings	PP Manager as ‘go to’ person and Lead Professional for students eligible for PP.	166	2021-22	£30,251	Our PP Manager is instrumental in supporting students and their families. Feedback from our 4 Local Authorities for students who are Looked After, parents/carers, staff and the students themselves is exceptional. Case Studies also evidence the impact and difference our PP Manager has on an individual's progress and outcomes.
Assistive Technology/ Internet at home	Improved access to school resources – Google Classrooms, Hegarty Maths, the internet etc for students who have no or limited access to assistive technology/internet at home		2022-23	£5,000	Annually, PP funding pays for loaned chromebooks for student in year groups in receipt of the Chromebook Purchase Programme. Students eligible for PP who don’t buy in to the scheme get their own chromebook for the duration of their school life, with school subsidising for wear and tear. Devices which have been subsidised or loaned by PP funding are indistinguishable from those of their peers, and they are given the same access rights and privileges.
Resources/ Enrichment	Resources Extra Curricular Visits (including all SMSC linked visits) Music bursaries/singing lessons Equipment	All vulnerable learners	2021-22	£6692.01	No disparity between students eligible for PP and non PP with regards to access to resources, visits, arts and sports participation etc. Funding to continue to be available for this vital access to opportunities and equipment. Responses from some parents of students who are PP+ is that they are happy to buy resources and wish for all PP money to be spent on therapeutic support.

					Duke of Edinburgh re-started at the end of academic year 2020 but fewer PP students signed up in the year 21- 22. With increased costs to the programme, PP funds are offering significantly more for students eligible for free school meals and ever 6 for 22 - 23
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Intervention	Strategy/ Intended Outcome	Year group/No of students	Timeline	Cost approx	Review of Impact
CAT4D Testing	Identification of pupils who would benefit most from additional catch up support	Year 7 (all) 255 students	Oct 2021	£2956	<p>Comprehensive identification of cohorts of students who will most benefit from catch up identified. Data shared with CTLs for their information and use.</p> <p>Comprehensive identification of cohorts of students who will most benefit from catch up identified. Data shared with CTLs for their information and use.</p> <p>CAT4 facilitated target grades which would have previously been calculated using KS2 data. This will allow us to continually track progress (and potential underachievement) for each student throughout their time in school.</p>
GL Reading test	Identification of pupils who would benefit most from additional catch up support	Year 7	Oct 2021	£1625	<p>Assessment of Year 7 Readers (Oct 2022) shows a reading gap between PP and non- PP and the need to target reading as a part of the PP strategy:</p> <p>232 Year 7 students have sat the NGRT and the results are as follows:</p> <p>Total students = 33/232 have a Stanine of 3 or under = 14% PP students = 8/26 have a Stanine of 3 or under = 31% NPP students = 25/206 have a Stanine of 3 or under = 12%</p> <p>Total students = 199/232 have a Stanine of 4 and above = 86% PP students = 18/26 have a Stanine of 4 and above = 69% NPP students = 181/206 have a Stanine of 4 and above = 88%</p>

					<p>Total students = 59/232 have a Stanine of 8 and above = 25%</p> <p>PP students = 4/19 have a Stanine of 8 and above = 15%</p> <p>NPP students = 56/206 have a Stanine of 8 and above = 27%</p> <p>Identification of students' reading ages and specific reading needs then lead to intervention.</p>
Reading Leaders	Reading intervention for students who would most benefit from additional catch up support.	KS3	2021-22	Subsumed costs	<p>In Autumn 2021, Year 7 students' reading ages and specific reading needs were identified through the GL assessment and English assessments. 16 students were identified in January 2022 for an 10 week reading programme with a Teaching Assistant, with students with the poorest reading ages receiving 5 x 20 minutes of reading per week and those just below average receiving 3 x 20 min per week.</p> <p>Results:</p> <p><u>Results:</u></p> <p>7 students improved their standardised reading score</p> <p>4 students maintained their standardised reading score</p> <p>3 students did not maintain or accelerate progress.</p> <p>2 students' results were void.</p> <p>In June 2022, 8 students were then offered additional support from Year 11 tutors (following stand-down) from June for 7 weeks - until the end of the academic year.</p> <p><u>Results:</u></p> <p>6 students improved their standardised reading score</p>

					<p>2 students maintained their standardised reading score</p> <p>TGS has returned to utilising both Year 12 Reading Leaders and TAs and has broadened its reading intervention to include all students between Year 7 and 9 with a below average reading age to receive support during the academic year.</p> <p>For our Year 12s, it enables them to understand reading skills and strategies, mentoring effectively, planning sessions and experiencing reflective practice. All Leaders complete Induction Training delivered by Mrs Valerie Brett, our school Librarian, who runs the programme. We have 38 Year 12s who hav</p>
Maths Tuition – ESU	Students working below age-expected level in Maths receive a bespoke tuition from a specialist Maths teacher twice a week in mostly groups of 3.	All	2021-22	17 hours a week £16,000	<p>Individual reports highlight significant progression in targeted areas (linked to attendance of the sessions. Those with poorer attendance have not made the gains hoped for)</p> <p>x ESU Maths Intervention 2021-22.xlsx</p> <p>Individual reports highlight significant progression in targeted areas.</p>

English Tuition – BTH	<ul style="list-style-type: none"> - Literacy work with small groups (reading and writing interventions) - 1:1 tuition - Revision lessons - Functional Skills English -Entry level English 	KS3 + KS4	21-22	Included in additional English teacher cost as listed previously	<p>Individual reports highlight significant progression in targeted areas. At Key Stage 4, 7 highly vulnerable students were supported to complete their Functional Skills/Entry level exams with a 100% pass rate for these students in English.</p> <p>Individual reports highlight significant progression in targeted areas.</p>
Subject Specific resources	Propose that some of the funding is made available for subject specific resources, particularly those which will help with enhanced remote learning and independent study. For example, Maths are currently trialling Hegarty Maths as an enhanced online learning package.			<p>£6000 (Hegarty Maths £3,300)</p> <p>£2700 remaining</p>	<p>Departments to determine as part of their bid for a tried and tested resource.</p> <p>Hegarty Maths embedded within the Maths curriculum.</p>
Research Practitioners	Use of Catch Up: Research Practitioners	Identified Depts	J2021-22	From school resources	<p>Summer Term 21 - a team of 8 teachers from different subject areas met for 6 sessions to share research and evidence of best practice in T&L. Topics explored were retrieval practice, cognitive load/cognitive apprenticeship, effective feedback, project based homework and the work of Doug Lemov, Kate Jones, David Didau, Jo Facer. RPs then led staff training sessions on their area(s) of expertise during 21/22 as part of the TLC programme with the aim of improving curriculum structures/schemes of learning and pedagogy as well as sharing their learning within their own subjects. Such was the success that this has continued into 2022-23.</p>

Externally provided programmes

Programme	Provider
1st Class at Number	Edge Hill University
Success at Arithmetic	Edge Hill University
Hegarty Maths	Hegarty Maths