



CARDINAL NEWMAN  
CATHOLIC SCHOOL

Reviewed: November 2022

Financial review: June 2023

Date of Next Review:  
November 2023

**Pupil Premium and  
disadvantaged pupil  
strategy 2022 -  
2023**

## 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.

At Cardinal Newman Catholic School, we believe that every child can thrive 'Caritas, Excellence, together' into a successful and well-rounded individual.

The pupil premium grant (PPG) is payable to local authorities for the financial year beginning 1 April 2022

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces (we do not have any children in this category)

For 2021/22 the allocated disadvantaged student grant was £326,290. Our estimated overall grant for 2022/23 is £358,495\*

(\*Note that there are often in-year variations in funding due to various CLA PEP arrangements/ students leaving and joining during the school year)

Cardinal Newman Catholic School is a large comprehensive secondary school in Hove, which is situated in the City of Brighton on the south coast of England. We have a current (September 2022) roll of 1806 students of whom 326 (equivalent to 18%) are identified as being disadvantaged.

**Definition: Students that are considered disadvantaged as a result of them either:**

- **currently being in receipt of free school meals (FSM)**
- **at some point in the last 6 years, having been in receipt of FSM (Ever 6 funding)**
- **currently living in care: children looked after (CLA) or they have been previously looked after/adopted (pupil premium plus funding)**
- **being the child of a person(s) employed in the armed forces (service pupil premium)**

## School overview

Detail	Data
School name	Cardinal Newman Catholic School, Hove
Number of pupils in school	1806
Proportion (%) of pupil premium eligible pupils	18%
Academic year	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Claire Jarman, Principal
Pupil premium lead	Claire Heron, Senior Assistant Headteacher
Support Governor	Annemarie Porter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,605 POST LAC £69,890
Recovery premium funding allocation this academic year	£23,535.00 Recovery funding £22,569.00(tutoring)
<b>Total budget for this academic year</b> the amount available to your school this academic year	£358,495( Not including recovery funding)

## 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 high attainment across the curriculum. This is very much a part of our school vision and values, **Caritas, Excellence, Together.**

“God is love, and he who lives in love lives in God, and God lives in him” (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

Our three Newman values are;

Caritas – I have been created for a specific purpose

Excellence – I always aim for my personal best

Together – I am a link in a chain

Our commitment to the care of our most disadvantaged students is core to our Catholic mission of what Pope Francis calls the preferential option of the under privileged.

Although our school percentage of disadvantaged pupils is lower than the National average, we are taking a proactive approach to prepare for the locality projections that show an increase in the number of disadvantaged pupils across the city.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their personal best and to include those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have additional needs and those that are living within circumstances that have other agencies involved.

The strategies we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our school, with a focus on areas in which disadvantaged pupils require the most support. This is an area of priority for the school, introducing new systems of communication to further improve our school's understanding of the importance of interventions, inside and outside of the classroom, for disadvantaged children.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through an additional teacher in core subjects, allowing flexibility for intervention and smaller classes where needed and our increased alternative curriculum offers. Some of our plans are a reaction to the pandemic, and preparation for the growing need for pastoral support, alternative curriculum offers, as well as intervention in the classroom. These plans will also benefit the non-disadvantaged pupils in our school and are subsidised by whole school funding. It is our goal to improve the outcomes of both disadvantaged and non-disadvantaged pupils overall.

We will improve our assessment and tracking of all children using regular analysis tools and the Horsforth Quadrant to identify pupils more efficiently. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will provide:

**1. excellence in teaching and learning, including teacher learning.**

**2. excellence in our learning environments; spiritual, physical and emotional.**

### **Three key areas**

Spending on improving teaching, including professional development. All staff are expected to adopt a RICE, Learning and Teaching performance management target. Developing the communication about disadvantaged children and building upon the already good practice of the school. Ensuring teachers feel equipped with the tool and knowledge to support every child in their classroom and that every teacher is supported to keep improving.

Targeted academic support – Core subject areas, the Loft and the SEND team/teaching assistants to provide targeted academic support. Developing structured one-to-one or small group intervention. SEND and Disadvantaged pupil champions will work together with pastoral and department areas to increase understanding and knowledge of how to support our hard to reach children. This will be led by the school SENDco and Disadvantaged pupil lead.

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. We are still seeing the impact on young people after the pandemic and see a surge in the need for well-being interventions and pastoral support, this is another priority area for the school.

This will:

- ensure disadvantaged pupils are able to access the work they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Allow early intervention at the point need is identified, increasing the wellbeing and understanding of where support is required.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Teaching and Learning - Targeted support - Attainment 8 in Maths and English for disadvantaged pupils is consistent, however we recognise that this is not in line with all students. Progress 8 is lower than we would like, whereas the focus has previously been disadvantaged boys, 2022 results show that disadvantaged girls performed lower than boys.</p> <p>Year 7 pupils are assessed in their first half term. CAT and Reading scores are analysed to capture interventions, such as additional English and Maths in LS1, instead of a second language. There is a higher need in our current Year 7, we will focus more intervention strategies at KS3. Staffing in English and Maths allows flexibility. More scrutiny and tracking of progress of these raise groups is required.</p>
2	<p>Targeted Reading - Accelerated Reader in Year 7 and 8. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. More regular reading age assessments are required.</p>
3	<p>Well-being - In the current economic landscape, data from the local authority suggests that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>Well-being – The size of the school and in response to the COVID recovery plan, as well as the projected data for Brighton and Hove means that the need for well-being and pastoral support has and will increase. In September 2021 the school moved to a new Pastoral system, twelve houses (twelve Heads of house) that are supported by six Pastoral managers. In addition to this the school has appointed Senior Assistant Headteachers for each key stage.</p>
4	<p>Behaviour - a positive relationships policy has been developed over the last year, alongside a clear strategy inside and outside of the classroom (STAR behaviour) This is in response to concerns with post pandemic behaviours and pupils ability to regulate. The school has seen some significant changes, developing structured communication and training and is a priority in this area and is under regular review and development.</p>
5	<p>Wider strategies - Some of our pupils/disadvantaged pupils require an individual learning pathway. As a response the school is widening its</p>

	<p>alternative pathway/curriculum offer. Alternative learning/Loft/LS1 interventions</p> <p>There is a wider concern with pupils not attending school due to their well-being and the impact of the pandemic. Families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. The school is creating individual pathways to address this.</p>
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## 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
<p>Improved outcomes for disadvantaged pupils.</p> <p>Improved literacy and reading comprehension amongst disadvantaged pupils across KS3.</p>	<p>Improved outcomes for all disadvantaged children across the curriculum and improved progress 8 score.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Increased pastoral support offer including staff and peer to peer mentoring An increase in participation in enrichment activities, alternative curriculum offers to improve wellbeing.</p>
<p>To achieve a comprehensive alternative curriculum, offer, to support pupil attendance, well-being and disengagement needs.</p>	<p>To develop the already comprehensive alternative curriculum offer</p> <p>To improve the education, offer for children who cannot access the mainstream school pathway.</p> <p>To provide an individual, more consistent education for pupils who have medical and mental health needs</p>
<p>To continue to develop the positive relationships policy.</p>	<p>Reduce suspensions and exclusion numbers.</p> <p>To give staff confidence in supporting pupils who struggle to regulate.</p> <p>Clear expectations and support for both staff and pupils.</p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To improve the attendance gap between disadvantaged pupils and their non-disadvantaged peers.  To find ways to support disadvantaged pupils struggling to attend school post pandemic.
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### 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: **£83,495**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved communication and systems to identify and direct interventions for disadvantaged pupils</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly. Data and assessment lead to hold regular meetings with core subject areas. SEND and PA pupil champions will ensure department dissemination and scrutiny.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through:</p> <ul style="list-style-type: none"> <li>● GL assessment tools</li> <li>● Google classroom marking and assessment</li> <li>● Analysis and tracking of pupils using 4 Matrix</li> <li>● Edukey for individual pupil passports</li> <li>● Horsforth Quadrant to be used to analyse termly data against ATLS.</li> <li>● Edukey literacy support</li> <li>● Classcharts</li> </ul>	1, 2, 3, 4, 5



<p>CPD in developing a culture RICE strategy.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>RICE Retrieval practice and an emphasis on EEF strategies, being the driver of performance management.</p> <p>Regular CPD training and whole staff briefings to support disadvantaged pupils and how to support them in the classroom.</p> <p>Teaching classroom strategies to support individual pupil needs (delivered by the SEND staff) and developing a whole school approach.</p>	1,2
<p>Improving reading and literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Areas of focus are:</p> <p>Targeted vocabulary instruction.</p> <p>RICE - breaking down comprehension.</p> <p>Structured talk - e.g. Think, pair, share.</p> <p>Using Frayer grids in all subject areas to increase the focus on vocabulary.</p> <p>School reading strategy.</p>	1,2

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

Budgeted cost: **£145,000 (plus Tutor led funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Literacy strategies across the school</p> <p>SEND and D Champions</p> <p>Accelerated Reading</p> <p>comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when</p>	1, 2,

	<p>interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our curriculum interventions. Staffing in Maths and English, to allow interventions, as well as teacher release time and create opportunities for careful tracking of pupils and interventions.</p>	<p>Closer scrutiny of KS2, CAT and reading age data. Closer liaison with the SEND department. Over staffing to provide intervention groups in Maths and English.</p> <p>Horsforth Quadrant tool used for scrutiny and identification of pupils requiring catch up/interventions.</p> <p>Use tutor led funding to support small group core subject interventions.</p> <p>Language support lessons for pupils no longer taking a second language at KS3.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2, 3,5
<p>Alternative curriculum offer.</p> <p>Engaging with the local authority Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils who are not meeting expected progress. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Developing the already comprehensive alternative curriculum offer.</p> <p>Improving tracking, impact and identification tools Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind or disengaged, in one of the following areas:</p> <p>The loft area, LS1, CS17, Within departments, KS3 Language support, timetabled ALT provision.</p> <p>*Recovery funding to support alternative curriculum offers and staffing.</p>	1, 2, 3, 4, 5

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

Budgeted cost: **£130,000 (plus covid recovery funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued well-being support. This includes training for school staff, collaboration with our local behaviour and well-being hub and teacher release time.	Member of SLT as Well-being and Mental Health Lead Wave document created in school for signposting Liaison with BHISS - Inclusion services, School primary MH worker, specialist behaviour Educational Psychologist and School's well-being service for Brighton and Hove	3,4,5
Growth of the pastoral system. This includes training for pastoral teams.	The new pastoral system has appointed additional staff to support the growing need.	3,4,5
Staff training and release time to develop and implement new procedures. PAMs will also take the position of attendance/support officers.	Appointing an SLT Attendance Lead. Adopting new streamlined ways to register and track attendance procedures. Purchase of Studybugs Training of Pastoral leads/PAMS PPL meetings.	3,4,5
Alternative non-academic curriculum offer.	Developing the already comprehensive alternative curriculum offer. Improving tracking, impact and identification tools Alternative Curriculum	All
Pastoral S and D champions, incl chaplain	Regular briefings and support disseminated through the S and D champions	All
Contingency fund for acute issues. School support – poverty proofing	Subsidised trips and Uniform/school resources payments	3,4,5

	<i>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i>	
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### Total budgeted cost: £326,290

Recovery premium funding allocation this academic year	£23,535.00 £22,569.00(tutoring budget)
Catch up and pupil progress coach	£19,10.00
Tutoring in house and LEA programmes (including alternative provision) <a href="#">Tutoring and Intervention Strategy</a>	£22,569.00

## Part B: Review of outcomes in the previous academic year 2021 -2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 - 22 academic year.

**Our strategy is defined by three key areas and include the school vision to ensure they are effective we will continue to improve:**

1. excellence in teaching and learning, including teacher learning.
2. excellence in our learning environments; spiritual, physical and emotional.

**Improving teaching and learning**, including professional development. All staff have adopted a Learning and Teaching performance management RICE target that will support our most disadvantaged pupils. CPD and communication about disadvantaged children has greatly improved building upon the already good practice of the school. The teaching and learning lead has delivered a comprehensive CPD programme, ensuring teachers feel equipped with the tools and knowledge to support every child in their classroom and that every teacher is supported to keep improving.

**Targeted academic support** – Core subject areas, the Loft and the SEND team have provided targeted academic support, linking interventions to the whole school RICE and literacy strategy. Developing structured one-to-one and small group intervention. SEND and

Disadvantaged pupil champions will work together with pastoral and department areas to increase understanding and knowledge of how to support our hard to reach children. This will be led by the school SENDco and Disadvantaged pupil lead. There has also been a remote learning offer for pupils unable to attend school, this is provided through LS1.

**Wider strategies** relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. As we emerge from a pandemic and see a surge in the need for well-being support, alternative curriculum interventions and pastoral support, is a priority area for the school. The school has expanded its alternative curriculum offer within LS1, LOFT, Forest School, Farm and Bike it Ben. The school has also introduced health and wellbeing, personal training coaches to support disengaged boys in particular.

**These three areas have:**

- ensured that teachers support disadvantaged pupils to access the work they are set
- developing a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- allow early and bespoke intervention at the point need is identified, increasing the wellbeing and understanding of where support is required.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

Academic performance

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was - 0.13 and non PP was 0.41. For Progress 8, the national average score for disadvantaged pupils was – 0.55 and for non-disadvantaged pupils it was 0.15. Although this is not in line with non disadvantaged data, this is higher than the national average. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) our score was 43.5. We are improving and acknowledge that our outcomes are lower than we would like. The national Attainment 8 score for disadvantaged pupils in 2021/22 for non-disadvantaged pupils was 52.6. See [DfE guidance](#) for more information about KS4 performance measures.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations for girls in the cohort, who achieved - 0.35 in comparison to boys who achieved a progress 8 of 0.1.

Absence among disadvantaged pupils was slightly higher than their peers in 2021/22. On further investigation this varies depending on the year group.

Year Group	Number of PP	PP Attendance Ave	Non PP Attendance Ave	PP Ave ATL	Non PP Ave ATL	
Year 7	67	89%	93%	7.4	6.3	
Year 8	72	94%	92%	7.2	7.4	
Year 9	57	84%	92%	7.2	7.3	
Year 10	66	87%	91%	6.9	7.4	
Year 11	64	83%	90%	7.1	7.4	(Y11 Attendance until 6/5/22 and ATL average until Easter)

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and the school's response and investment in its pastoral provision is addressing this.

As a response the school has developed a new behaviour and relationships policy, there is an emphasis on attendance and a proactive reaction to pupils that are not attending or are unable to access mainstream education. We have increased our targeted support and alternative provision to reach more pupils in a climate where SEND and disadvantaged numbers are increasing. The school has improved its communication and tracking systems for pupils and targeting/individuals. Vulnerable groups are discussed in Pastoral support meetings as well as Year and Head of key stage SLT meetings.

KS3 data tracking is developing - See below to review the end of year target thresholds. These percentages reflect the students that are achieving their percentage thresholds based on their prior attainment from their SATs and CATs data.

Year 7

Subject	On Roll - 363		Non PP Achieved or Better		PP On Roll - 69		PP Achieved or Better	
	#	%	#	%	#	%	#	%
English	357	98.3%	314	88.0%	67	97.1%	61	91.0%
Maths	348	95.9%	293	84.2%	63	91.3%	42	66.7%
Science	355	97.8%	327	92.1%	66	95.7%	59	89.4%
RE	346	95.3%	292	84.4%	65	94.2%	62	95.4%

English and RE PP students performing better than Non PP

Science PP students in line with Non PP

Maths PP performing lower than Non PP

Year 8

Subject	On Roll - 359		Non PP Achieved or Better		PP On Roll - 70		PP Achieved or Better	
	#	%	#	%	#	%	#	%
English	350	97.5%	303	86.6%	70	100.0%	61	87.1%
Maths	350	97.5%	267	76.3%	68	97.1%	50	73.5%
Science	349	97.2%	293	84.0%	69	98.6%	60	87.0%
RE	341	95.0%	292	85.6%	67	95.7%	58	86.6%

English and RE PP students performing better than Non PP

Science PP students in line with Non PP

Maths PP performing lower than Non PP

Year 9

Subject	On Roll - 369		Achieved or Better		PP On Roll - 58		PP Achieved or Better	
	#	%	#	%	#	%	#	%
English	351	95.1%	292	83.2%	53	91.4%	45	84.9%
Maths	344	93.2%	262	76.2%	52	89.7%	40	76.9%
Science	357	96.7%	185	51.8%	55	94.8%	29	52.7%
RE	349	94.6%	303	86.8%	53	91.4%	50	94.3%

Maths Science English RE PP in line with Non PP

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have relaunched SEND and Disadvantaged pupil champions in all departments, as well as a disadvantaged pupil focus after every data capture, within all subject areas and pastoral teams. We have appointed a wellbeing and personal training coach. Our school pastoral, LOFT staff, school chaplain, provide well-being support as well as uniform and school equipment. We have used pupil premium funding to provide training for staff, targeted interventions (where required) and wellbeing support for all pupils. We are building on that approach in our new plan.

LAC - Looked After Child

EEF - Education Endowment Foundation  
 CAT - Cognitive Ability Tests  
 ATL - Attitude To Learning  
 RICE - Retrieval, Independent practice, Checking for understanding, Explanation  
 BHISS - Brighton and Hove Inclusion Support Services

### Governors report - Disadvantaged Students actual spend financial year 2022-23

Disadvantaged Students allocation financial year 2022-23	
Pupil premium funding allocation this financial year	£288,605 POST LAC £69,890
Recovery premium funding allocation this academic year	£88,596 Covid Recovery funding £53,460 School Led Tutoring funding
<b>Total budget for this academic year</b> the amount available to your school this academic year	£358,495( Not including recovery and tutor led funding*)

Action	22-23	Desired outcome	Evidence
<b>TEACHING AND LEARNING</b>			
Teaching and Learning lead. To provide CPD opportunities for staff to increase the outcomes of PP and disadvantaged pupils. Developing literacy across the school, with a focus on PP and disadvantaged pupils.	39336	T and L focus on disadvantaged pupils. Wider understanding on how to support all pupils in and out of the classroom. An understanding of barriers to learning for disadvantaged and SEND pupils..	Evidence of training material. Staff attendance. Staff feedback. Learning walks and observations.
Educational resources, Tracking and communication packages Educational resources GL assessment, Edukey, HFQ, Edukey literacy support	5833.19 1002.8	Tools to track, communicate and understand pupil need and progress	Edukey introduced all staff to login. HFQ introduced and used by Subject Leaders at KS3. Study bugs attendance app
PIXL - Providing CPD for subject areas, as well as school leaders, emphasis on closing the gap	3087.5	Middle leaders and SLT to attend conferences and use resources. PIXL focuses on disadvantaged pupils. Meetings with PIXL link	Providing CPD for subject areas, as well as school leaders, emphasis on closing the gap. Notes and slides from the conference attended.



			Evidence of initiatives adopted, for example, character curriculum, HFQ and reading strategies are PIXL initiatives.
CPOMS - PSecure monitoring for child protection	540.	Tool used to monitor trends and information regarding the welfare of children. Training for all staff.	Whole staff training. Tool used to monitor trends and information regarding the welfare of children.
Pupil Portrait coordinator	4,000	Pupil information for teaching staff	Pupil portraits
Half termly PP network staff release time and PP lead hours	20,000 900	Deanery SLT and locality network meetings. PP lead development time.	Development of the PP strategy. Development of Deanery school collaboration.
<b>TEACHING AND LEARNING TOTAL</b>	<b>74699.49</b>		
<b>TARGETED ACADEMIC SUPPORT</b>			
LOFT intervention, timetabled mentoring. Pupils at risk of exclusion and or disengaged with school. Vulnerable pupil mentors x 2	27500	Pupils at risk of exclusion and or disengaged with school, LOFT 1:1 mentoring sessions provided and alternative curriculum offers arranged and monitored	Pupil progress, ATLS and Attendance. Pupil voice
Additional staff in English and Maths to allow for a high needs class and small group intervention. 2 x teachers	69,300	Maths and English curriculum time, small group intervention provided on a carousel of need after data captures.	Pupil progress, ATLS and Attendance
LOFT teaching staff, classwork catchup. Loft and LS1 small group support. 15 hours per week intervention	33,000	Supported timetable option for KS4 pupils. Teaching staff small group support in nest - all subjects	Pupil progress, ATLS and Attendance
Tuition	1522.		
<b>TARGETED ACADEMIC SUPPORT TOTAL</b>	<b>131322.00</b>		
<b>WIDER STRATEGIES</b>			
PAMS Pastoral support	71350	Increased pastoral staffing and training support required post pandemic. Pupil mentoring and pastoral/safeguarding interventions.	CPOMs, ongoing in house training and pastoral provision.
Alternative provision and Inclusion area lead/coordinator	33179	LOFT staff offering alternative curriculum offers and SEMH	Pupil progress, wellbeing, ATLS and Attendance

		support. LOFT academic interventions.	
Allsorts LGBTQ support and training	1,000	Pupil support mentors and Annual Allsorts training for all staff	Staff confidence in support pupils
PP Music lessons	3,056.21	Music lessons for vulnerable children.	Opportunities for vulnerable pupils to excel in Music - Attendance
PP Uniform Payments	1764.04	Provide uniform support for vulnerable families	Pupil progress, ATLS
PP Revision guides	2950.97	Year 11 revision guide and exam packs	Pupil progress, ATLS
PP Learning resources and equipment	911.59	General stationery, school equipment	Pupil progress, ATLS
Alternative curriculum - Bike it Ben, Forest school/farm.	35200	Pupils to engage in school and learn new skills, as well as confidence and communication skills	Wellbeing, ATLS and Attendance
D of E	160.16		
Sports equipment	114.79		
% subsidising of School trips - Drama and English dept and educational	2083.50	Provide educational enrichment experiences for vulnerable pupils	Wellbeing, ATLS and Attendance
Travel to school	230.8	Barriers to learning reduced	Attendance
Interpreter	120.00		Improved relationships with parents
Rewards	135.21		Individualised rewards
<b>WIDER STRATEGIES TOTAL</b>	<b>152,256.27</b>		
<b>TOTAL PP SPEND ALLOCATION 2022-23</b>	<b>358,495</b>		
<b>TOTAL PP SPEND - 2022-23</b>	<b>358,277.76</b>		
<b>*Recovery funding</b> Restart coach .5 (Also TA hours) Disadvantaged pupil coach	19120+ 16229+ 47633	Pupil engagement and reduced behaviour points Improved attendance Reaching more pupils	Wellbeing, ATLS and Attendance. Reduced suspensions
<b>*Tutor Led funding</b>	£53,460 Projected spend 66,690	Maths and English curriculum time, small group intervention provided on a carousel of need after data captures.	Pupil progress, ATLS and Attendance

Tutor Led funding - pupils numbers this academic year

	Y7	Y8	Y9	Y10	Y11	Total
# of Students	44	37	39	35	92	247