Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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
School name	Carleton High School
Number of students in school	1,023
Proportion (%) of pupil premium eligible students	31% 316 students
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	S. Shariff
Pupil premium lead	H. Shaw
Governor / Trustee lead	Richard Amery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,036
Recovery premium funding allocation this academic year	£39,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£317,766

Part A: Pupil premium strategy plan

Statement of intent

At Carleton High School our vision is to deliver 'a first-class education to all students so that they make outstanding progress and get the chances in life they deserve'. We believe that a first-class education is empowering, it brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the school receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

Our ultimate objectives are:

- For all disadvantaged students to achieve high attainment across the curriculum, particularly in EBacc subjects.
- For all disadvantaged students in school to meet or exceed nationally expected progress rates.
- For all disadvantaged students to access an ambitious and knowledge rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life.

Our Approach:

- Is underpinned by our Trust guiding principle 'Achievement without excuses'.
- Is defined by the Ofsted report 'The pupil premium: what Ofsted looks at', which states that 'successful schools do not treat students eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge and our approach is to understand these potential barriers to learning to enable students from disadvantaged backgrounds to achieve as well as all students.
- Is responsive to individual and common challenges to learning for disadvantaged students: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support, for example, Safeguarding. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles

Our key principles are aligned with our whole school curriculum intent and improvement strategy and follow the guidance from the EEF:

- Evidence informed approach (Education Endowment Foundation Guide to the Pupil Premium) – three Tiered Model – Teaching, Targeted academic support and wider strategies.
- Appreciates that **good teaching is the most important** level and should be a key focus of using the pupil premium.
- Using data to support decision making.
- Comparing disadvantaged student data to national data, where available, and having the highest of expectations.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** Attainment and metacognition skills on entry for disadvantaged students are weaker than non-disadvantaged. • On entry to year 7 in 2022 68% of our disadvantaged students arrive above age related expectation combined compared to 83% of their non-disadvantaged peers.
2	**Literacy** A significant % of disadvantaged students on entry have a reading age below their chronological age. This impacts on their progress in all subjects • On entry to year 7 in 2022 68% of our disadvantaged students arrive with a reading age below their chronological age.
3	**Attendance** Attendance rates for disadvantaged students is behind that of the non-disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students progress. • In 2021/22 disadvantaged attendance was 86.3% compared to 94.6% for their non-disadvantaged peers. • In 2021/22 disadvantage PA was 36.1% compared to 11% for their non- disadvantaged peers.
4	**Behaviour and Attitudes to learning (ATL)** Disadvantaged students are more likely to need additional support to ensure that their attitudes and behaviour are conducive to good progress. • In 2020/21 disadvantaged FTE was 8% compared to 3% for their non-disadvantaged peers. • In 2022/23 disadvantaged average ATL score was 2.16 compared to 1.69 for their non-disadvantaged peers.
5	**Wellbeing and Social and Emotional Mental Health (SEMH)** Disadvantaged students are more likely to have social and emotional needs. These issues such as anxiety, depression and low self-esteem impact on a student's ability to learn effectively and to meet their full potential. Our assessments and observations indicate that this is negatively impacting disadvantaged students' attendance.
6	**Cultural Capital and Aspirations** Disadvantaged students often experience a lack of wider experiences than that of non-disadvantaged students and often have lower aspirations and value education less.

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
Teaching, Learning and Assessment Develop great teaching through the Trust teaching and learning framework, instructional coaching and through strategic partnerships with appropriate teaching hub schools.	By 2024/25: • Trained and ambitious staff are accessing stage appropriate career development (Including ECTs and aspiring leaders). • Teaching profile- 90%+ proficient/ exemplary. • P8 outcomes for disadvantaged students make progress in-line/above National Other peers.
Attainment Improved attainment amongst disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	By 2024/25: • The % of disadvantaged students achieving Basics 9-4 and 9-5 should be at least in-line with National Other. • The EBacc average point score for disadvantaged students should be at least in-line with National Other. • 75% disadvantaged students enter the English Baccalaureate (EBacc). In 2021/22 this figure was 40%.
Progress Improved progress amongst disadvantaged students so that the gap between disadvantaged students and National Other is reduced.	By 2024/25: • P8 outcomes for disadvantaged students make progress in-line/above National Other peers. • Achieve in the top quartile for progress made by disadvantaged students amongst similar schools (EEF Families of Schools).
Literacy Improved reading comprehension, oral language skills and vocabulary among disadvantaged students across KS3.	By 2024/25: • Y7 & Y8 students have a reading age that is at least in-line with their chronological age. • A Trust wide 3-16 approach to literacy is implemented. • Curriculum reviews indicate that there is a whole school curriculum underpinned by consistent language and strategies for developing strong literacy skills.
Attendance Improved attendance and persistent absence amongst disadvantaged students so that Attendance and Persistent Absence should be below/in-line with National other.	By 2024/25: • Overall absence rate for disadvantaged students is below/ in-line National Other. • Persistent absence for disadvantaged students is below/in-line National Other.

Behaviour and Wellbeing Improved behaviour and attitudes to learning amongst some of our disadvantaged student.	By 2024/25: • Overall FTE rates for disadvantaged students is below/ in-line National Other. • Behaviour and Attitudes (Ofsted Framework) self-assessed as a 1. • Overall absence rate for disadvantaged students is below/ in-line National Other. • Enhanced pastoral provision in place through additional appointments.
Cultural Capital and Aspirations Disadvantaged students access a broad, balanced and rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life.	By 2024/25: • An outstanding curriculum across all subject areas that is specific, coherent and ambitious, ensuring that disadvantaged students are integral to curriculum planning and delivery. • Exceed national on all Gatsby benchmarks. • No disadvantaged students are identified as NEET. • Personal Development (Ofsted Framework) self-assessed as a 1. • All disadvantaged students graduate as part of the schools KS3 graduation programme.

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.

High Quality Teaching

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD Deliver highly effective CPD to increase the quality of the teaching profile across the school. - Embed Teacher Rubric and 'Teach Like a Champion techniques'. - Independent bespoke CPD projects. - PAT CPD Suite. - Bespoke CPD modules. - Use of National College	Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective. 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. **(EEF 2020-21– The EEF Guide to Supporting School Planning – A Tiered Approach)** A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.	1,2,3,4,6
Instructional Coaching Use of instructional coaching to develop teachers expertise in the classroom through deliberate practice and one-one coaching meetings. - Coaching champion trained as a coach. - SLT and wider group of exemplary teachers trained as coach. - All ECTs have a coach. - Wider staff have access to a coach.	Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate. 'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD'. **(Ambition Institute)**	1, 2,3,4,6
Recruitment & Retention	Teaching should be the top priority, including ……..recruitment and retention". **(Effective use of the pupil premium, EEF report 2019).**	1, 2, 3, 4

Recruitment and retention of outstanding teachers and leaders to ensure disadvantaged students receive a high quality of education. -Fund Lead teachers in core subjects. - Fund Deputy Curriculum leaders in core subjects to retain and increase capacity in core areas. - Fund Year Leaders to retain outstanding teachers who can monitor academic progress of disadvantaged students and be 'pupil premium champions' for their year groups.	"Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of students means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive". **(DfE Teacher Recruitment and Retention Strategy, January 2019).** Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school and should rightly be the top priority for PP spending, **(EEF research 2019).**	
Metacognition Developing metacognitive and self-regulation skills in all students to enable them to become independent learners who 'know and remember more' curriculum knowledge. This will involve CPD.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF	1, 4
Whole school literacy Improve literacy whole school and in all subject areas by reviewing 4-16 Trust wide approach to literacy and delivering CPD to implement the recommendations in the EEF Improving Literacy in Secondary Schools - Implement Trust wide literacy policy - Prioritise 'disciplinary literacy' across the curriculum	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Oral language interventions	EEF (educationendowmentfoundation.org.uk) Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all students understand these Tier 2 words (written but not spoken). Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words)	1,2

- Provide targeted vocabulary instruction in every subject - Develop students' ability to read complex academic texts - Break down complex writing tasks - Combine writing instruction with reading in every subject - Provide opportunities for structured talk (oracy form time programme).	**(Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference,23/3/2018)**	
Early Careers Teachers (ECT) CPD - Develop partnership with Wakefield and Selby Teaching hub. - Release ECTs and mentors for CPD through Wakefield and Selby Teaching hub. - Supplement ECT framework via weekly coaching programme for ECT. - Ensure all ECT have an in school mentor.	As outlined in the DfE's ECF framework introduction, "Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest," **(DfE, ECF Framework, 2021).** 'In terms of impact on student outcomes, instructional coaching has a <ins>better evidence base than any other form of CPD</ins>'. **(Ambition Institute)** A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.	1, 4

Targeted Academic Support:
Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition Engage with the National Tutoring Programme to give a significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Extended school time Provide extended school time at KS4 through after school achieve sessions, weekend, holiday catch up sessions, supervised revision room and Maths hotel initiative.	'The evidence indicates that, on average, students make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged students benefit more, making closer to three months' additional progress.' (**EEF 2020**). Extending school time | EEF (educationendowmentfoundation.org.uk)	1,4
Fresh Start Literacy Fund Teaching Assistants to support the delivery of morning Fresh Start intervention sessions for students with very low literacy levels. Fund Fresh Start CPD package for key staff.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. A popular phonics programme for students in Years 5 – 8 is Fresh Start. This is a catch-up literacy intervention for students at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that students are at an appropriate level to join the mainstream group after completion of the intervention. Fresh Start | EEF (educationendowmentfoundation.org.uk)	1, 2

Specialist Teacher of SEND Fund Specialist Teacher of SEND to support targeted interventions following termly inclusion meetings.	A large number of our SEND students are also disadvantaged students. The EEF Special Education Needs in Mainstream Schools guidance report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.	1,2, 5, 6
Accelerated Reader, Lexia and Hegarty Maths **-** Hegarty Maths utilised to support independent study. - Accelerated reader used as a reading age screening and to support reading for pleasure. - Lexia utilised as an intervention programme to support students with low literacy levels.	EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving Maths skill. These will also support home learning. Using Digital Technology to Improve Learning	EEF (educationendowmentfoundation.org.uk) Accelerated Reader	EEF (educationendowmentfoundation.org.uk)	1, 2

Wider Strategies:

Budgeted cost: £167,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, Emotional and Mental Heath Collaborate with Think for The Futures and employ a behaviour and resilience learning mentor. .	Teaching students strategies to increase focus, attention, self-control, classroom participation, compassion leads to improved academic performance, ability to resolve conflict, overall well-being and decreased levels of stress, depression, anxiety, disruptive behaviour. Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'**. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2).**	1, 3, 4, 5,
Cognitive behavioural therapy (CBT) Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. - Collaborate with external provider 'Fortis' to fund an educational psychotherapist. - Deliver CPD to key staff on CBT techniques.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk)	1, 2, 4, 5

Attendance	National research illustrates that children with lower attendance do not perform as well within examinations as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.	1, 3
Embedding principles of good practice set out in DfE's Improving School Attendance advice. - Continue to fund EWO to improve attendance.	Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner. We can't improve attainment for children if they aren't actually attending school. **NfER briefing for school leaders** identifies addressing attendance as a key step.	
Onsite Alternative Provision Operate onsite alternative provision, staffed by a qualified teacher (Senior Leader) and HLTA. This onsite alternative provision centre will ensure students (previously at risk of exclusion) remain within the school, are safe and have access to a curriculum that will enable them to be prepared for the next stage in their educational journey and re-engage with mainstream.	**In the EEF's (2019)** study Improving Behaviour in Schools: Evidence Review, a whole-school approach to behaviour is overwhelmingly supported but it outlines that a targeted approach on, "students with more behavioural issues are often highly effective when they are tailored to the needs of the individuals involved, rather than attempting to implement the same strategies for all individuals." PP students are 4X more likely to be excluded **(Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)** Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. High quality registered Alternative Provision in Wakefield is limited- only one registered AP and places are limited.	1, 3, 4, 5
Pastoral/ Wellbeing Support Add capacity for supporting student behaviour & attendance at a challenging time. - Fund SLOs	**DfE guidance for full opening of schools** 'Adverse experiences or lack of routines of regular attendance … may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour'. Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5, 6

- Fund additional child protection officer - Use pastoral behaviour support workers to positively reinforce attitude to learning.		
Aspirations Ensure the CIAG provision supports disadvantaged students to be ready for the next step in their life. - Fund careers advisor, business speakers, enterprise activities. - Fund 'The Brilliant Club Scholar programme' to raise aspirations amongst high-ability, disadvantaged students.	Students need to be clear on the options available to them to help raise aspirations, alleviate worries and understand what careers and jobs their skills will be best suited to- Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year. Poorer young people more likely to have career aspirations that… | EEF (educationendowmentfoundation.org.uk) Our careers offer includes a variety of activities, supported by the evidence of the most impactful strategies from the EEF's 'Careers Review' in 2016 Careers education | EEF (educationendowmentfoundation.org.uk):	1, 3, 6
Character, Wider Curriculum and Cultural Capital. Provide students with cultural capital experiences via assemblies, deeper learning days, co-curricular, student leadership, visiting speakers and trips. - Fund guest speakers to inspire, educate and motivate. - Develop high quality Deeper Learning days to enhance the curriculum offer. - Fund Duke of Edinburgh which is a nationally accepted and evidenced	The term 'Character', means a set of attitudes, skills and behaviours. An extensive co-curricular can help develop self-control, confidence, social skills, motivation and resilience. Character that is thought to underpin success in school and beyond. Physical activity | EEF (educationendowmentfoundation.org.uk) Arts participation | EEF (educationendowmentfoundation.org.uk) Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Poorer young people more likely to have career aspirations that… | EEF (educationendowmentfoundation.org.uk) 'There is a growing belief that youth social action – for example, volunteering in the community, taking part in Scouts	5, 6

cultural and social mobility development activity. - Develop a broad programme of co-curricular activities - All year 7 students attend a University trip.	or the Duke of Edinburgh Award, or mentoring a younger pupil – makes young people better citizens: better engaged in school, better equipped for work, and more involved in their local communities'. (EEF)	
Contingency Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6,

Total budgeted cost: 344,805

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 students in the 2021 to 2022 academic year.

Our year 11 cohort sat GCSE exams for the first time since the pandemic. There are no national Pupil Premium results to compare our data to however, when comparing data from the last two official GCSE series (2017/18 and 2018/19) we continue to see a positive trajectory for our disadvantaged cohort.

Following new Trust and School Leadership in 2018-2019 the P8 for PP significantly improved and the school was awarded the title 'Most Improved Secondary School in the North of England' for pupil progress. Whilst our PP progress has dropped slightly from the TAG grades in 2020-21 this drop is inline with the slight decrease in whole school data. It is however pleasing to see the 4EM measure for disadvantaged students higher than the TAG grades of 2021 and 10% higher than the last official measures of 2018/19.

This data reflects how the interventions, strategies and resources we use for our Pupil Premium students impact results over time as such plans are not just put into place in Y11 but are used from Y7 onwards.

While disadvantaged students at Carleton High School have seen great improvement, the PP students were affected more in 2020/21 compared to the previous year (more lost learning) and there is still a gap in school between those students eligible for the PP grant and those that are not. Unfortunately, despite the improvements in our PP progress the gap between disadvantaged students and their non-disadvantaged peers has increased. Something which we are committed to narrowing over the course of the upcoming academic year. It is important to note that following the pandemic there were 8 disadvantaged students who we struggled to reengage back into education. To was therefore incredibly difficult to impact their academic progress. If we remove these students from the overall PP P8 it increases from -0.15 to +0.35. Thus showing the dramatic impact this small number of students had. Highlighting the positive impact our work in school has had our on disadvantaged students who we can work with. It also highlights the importance of the wider strategies within our PP plan for attendance and mental well-being to support our disadvantaged students to have high attendance in school.

Our focus as a school is on early intervention, targeted support and making Key Stage 3 matter in order to try to close that gap and improve the life chances of our most disadvantaged students.

As our cohorts have become more complex in recent years with larger vulnerable groups, we are aware of the necessity of addressing the disadvantage these students face to ensure it doesn't hold them back in the future.

KPI	2017-2018	2018-19	2019-2020 (CAG)	2020-2021 (TAG)	2021-22
P8	-0.89	-0.22	0.11	-0.03	-0.15
4EM	39.4%	35.6%	47.5%	44.7%	45.8%
5EM	21.2%	20%	27.5%	31.6%	27.1%

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
Maths and English tutoring	Impress
Accelerated Reader	Renaissance Learning

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?	N/A
What was the impact of that spending on service pupil premium eligible students?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Trust T&L Strategy.

- Embedding more effective practice around feedback, including robust KS3 and KS4 Achievement and Improvement cycles and Question- level analysis following mid and final term assessments. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.

- Ensuring stakeholders understand our 'catch-up' plan by providing information about the support students will receive, including targeted interventions, how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss.

- Utilising support from local charities and external links, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. For example, The Duke of Edinburgh's Award and the year 7 resilience residential will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years and the degree of impact.

We triangulated evidence from multiple sources of data including assessments, work scrutinies, learning walks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in schools similar to ours and analysed the PP strategy reports from schools with high-performing disadvantaged students to learn from their approach.
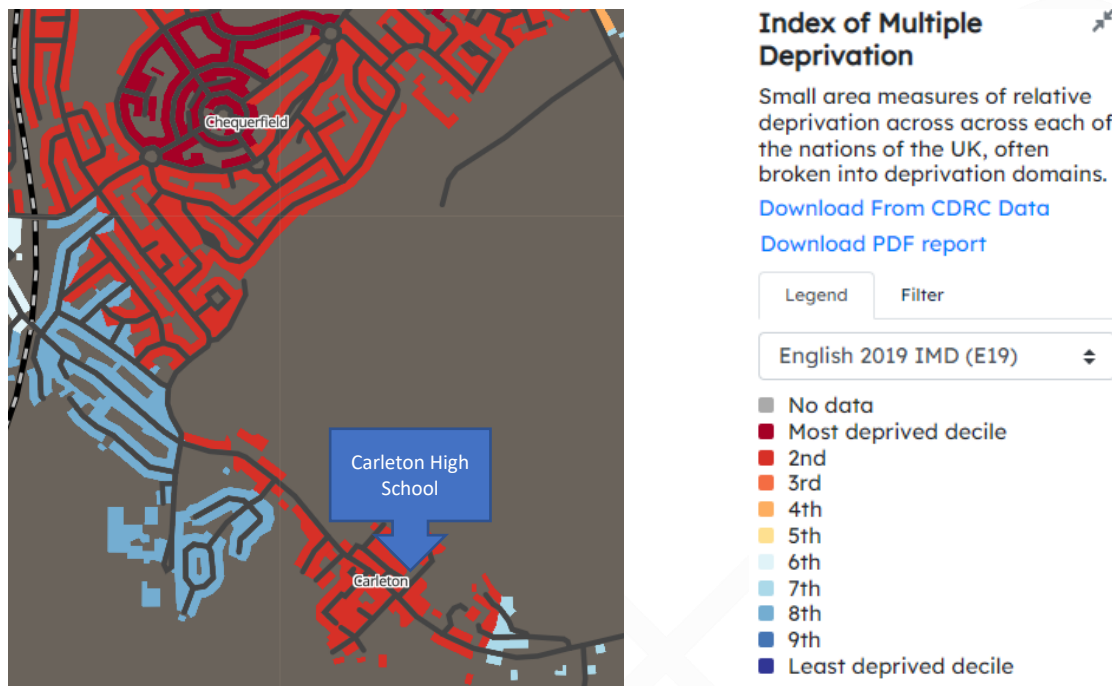
We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the DfE's Using Pupil Premium guidance and the EEF guide to using your pupil premium funding effectively to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.

Contextual Information

Contextually, Pontefract is one of the '5 towns' in the city of Wakefield. Linked to this context is a high rate of criminal activity, unemployment and safeguarding concerns such as domestic violence and drug abuse. Below indicates the level of deprivation as a community. The arrow dictates the position of the school. As seen in the image above, taken from the Index of multiple deprivation.

Index of Multiple Deprivation

Small area measures of relative deprivation across across each of the nations of the UK, often broken into deprivation domains.

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English 2019 IMD (E19)

- No data
- Most deprived decile
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- Least deprived decile